

DOCUMENT RESUME

ED 424 134

SO 028 545

TITLE Consultative Councils and Other Forms of Social Participation in Education in the European Union.

INSTITUTION EURYDICE European Unit, Brussels (Belgium).

ISBN ISBN-2-87116-250-6

PUB DATE 1996-07-00

NOTE 76p.

AVAILABLE FROM EURYDICE (The European Information Network on Education), European Unit of EURYDICE, Rue d'Arlon 15, B-1050 Brussels, Belgium; Tel: 32-2-238.30.11.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS Agency Cooperation; *Comparative Education; Consultants; Consultation Programs; *Educational Cooperation; Educational Planning; Foreign Countries; Institutional Cooperation; *International Cooperation; Technical Assistance

IDENTIFIERS *European Union

ABSTRACT

This report sets out for each of the Member States of the European Union and of the European Free Trade Association/European Economic Area (EFTA/EEA) a description of the tasks and memberships of the main bodies that provide for participation by the various groups interested in education, whether they are consultative or decision-making. The other forms of participation, such as ad hoc consultation, also are mentioned. They are particularly highlighted in the case of countries that do not have a standing body at the national level. The introduction provides a listing of national consultative councils, national bodies for consultation with the world of work, and participation in non-higher education institutions. The European Union countries are presented in a chapter describing each of those affiliations in the countries. The affiliated countries under the Agreement on the European Economic Area also are included. (EH)

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The European Information
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**CONSULTATIVE COUNCILS AND
OTHER FORMS OF SOCIAL PARTICIPATION IN EDUCATION
IN THE EUROPEAN UNION**

July 1996

**EURYDICE
The European Information Network on Education**

This document is published by the European Unit of Eurydice with financial support from the European Commission (DG XXII: Education, Training and Youth).

Available in DE-EN-FR
D/1996/4008/19
ISBN 2-87116-250-6

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Preface

The question of social participation as an element in the quality of pre-university education was the focus of discussion in the Council of Education Ministers meeting in Luxembourg on 23 October 1995. The Spanish Presidency wished to emphasise the fact that the democratic political systems in Europe demand not only the concept of participation in the development of education but that such participation should also be an important factor contributing to the quality of education.

The Conclusions agreed by the Council on this subject specify that Community action should, with due regard for the national education systems, encourage reflection on means of promoting social participation. They also stress the importance of exchanges of information and experience aimed at a better understanding of the diversity of situations throughout the European Union. It was with this in view that the Spanish Presidency held a major European conference on the theme of social participation in Segovia from 18 to 21 December 1995.

In support of the Presidency initiative and to help to advance the work in Segovia, DG XXII Education, Training and Youth, of the European Commission asked the EURYDICE European Unit (EEU) to draft a working paper setting out the diversity of the consultative structures and bodies in the field of education throughout the Union.¹ The EEU therefore prepared, on the basis of information already available, a comparative summary and descriptions of the situation in each Member State which were used as the basis for the discussions. The document was then validated by all the National Units in the EURYDICE network, thus guaranteeing the reliability of the information in this document. The summary which precedes the national descriptions was drafted by the EEU which carries full responsibility for its contents.

The EURYDICE network, as the main information tool on education policies and systems in the European Union, has the primary task of supporting Community cooperation in the field of education. With this publication, the objective is to contribute to improving understanding of not only the diversity of the national situations but also what they have in common and the points of convergence which characterise the European Union in relation to social participation in education.

Luce Pépin
Head of the European Unit
of EURYDICE
July 1996

¹ Under the Agreement on the European Economic Area, Iceland, Norway and Liechtenstein are participating in the activities of the Eurydice Network on the same basis as the Member States of the European Union.

Introduction

To ensure the participation of all those involved in the management of education, education authorities frequently have recourse to standing committees which include representatives of education staff, parents and pupils, the world of work or business, local authorities and the scientific world. These bodies have the task of submitting advice or proposals and in some cases they even take part in the decision-making process.

The aim of this document is to describe all such bodies in the European Union and in the EFTA/EEA countries, concentrating on their membership and their terms of reference. This involves only bodies whose membership includes representation from outside the education sector. Internal joint negotiating committees, such as those including representatives of the education authorities and their staffs, and collegiate bodies like the Committees of Vice-Chancellors and Principals, are not included.

It is necessary to differentiate at the outset the various types of bodies which provide for participation by the different parties with an interest in the management of education.

At national level, **consultative councils** have the task of advising Ministers on all questions of education. They provide for discussion and consultation and give representatives of all the interested parties an opportunity to express their opinions.

These consultative councils must not be confused with the other **advisory committees** which also have the task of advising Ministers and whose membership also includes people from outside the education sphere. These bodies differ from consultative councils in that they do not provide for representation of the various groups interested in education: their outside members (mainly experts or people from business or industry) are generally appointed by Ministers for a fixed period.

Apart from these permanent bodies, Ministers can also undertake ad hoc consultation before proceeding with a major reform. They can also ensure social participation by organising a public debate or a referendum.

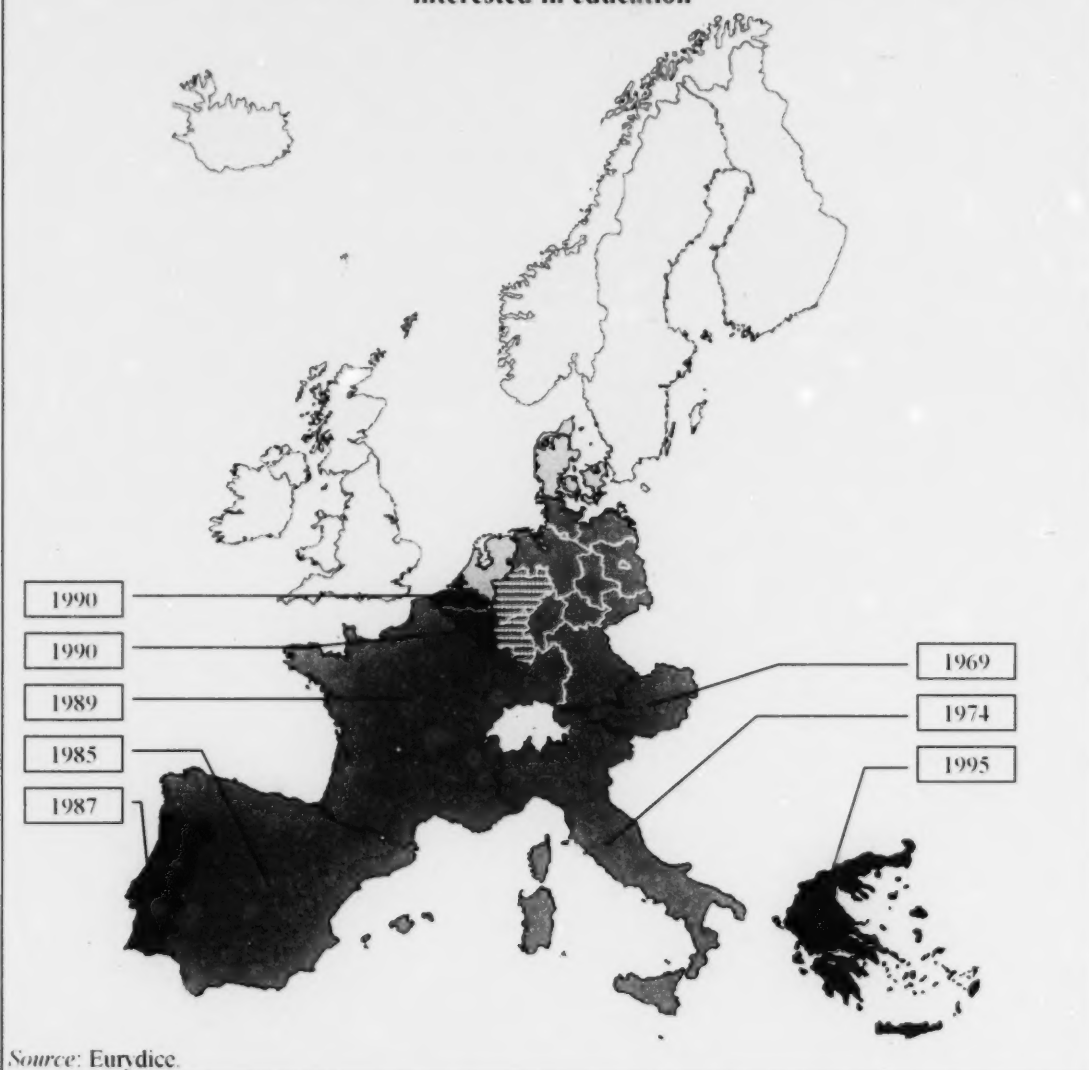
At local level, and more particularly at school level, the participation of parents, pupils and others outside the education system can also be ensured through standing bodies. Some of these have mainly consultative functions and their remit is to advise the headteacher while others are responsible for the running and even for the governance of the school. They sometimes appoint the headteacher who has to put their decisions into effect.

This document sets out for each of the Member States of the European Union and of the EFTA/EEA countries a description of the tasks and membership of the main bodies which provide for participation by the various groups interested in education, whether they are consultative or decision-making. The other forms of participation, such as ad hoc consultation, are also mentioned. They are particularly highlighted in the case of countries which do not have a standing body at national level.

National consultative councils representative of the various social groups interested in education

As Map 1 shows, Europe can be divided into two zones according to the presence or absence of a national consultative council. All the southern Member States (Greece, Spain, Italy and Portugal) and most of those in the centre (Belgium, Germany – in most of the *Länder* – France, Luxembourg and Austria) have such bodies. In some countries (Greece, Spain, France, Italy and Portugal), there are also consultative councils with complementary remits at different administrative levels (regional or local) corresponding to the levels of decentralisation of education administration. On the other hand, such bodies are unknown in the Nordic countries and the United Kingdom.

Map 1. National consultative councils representative of the various social groups interested in education



NO FORMAL STRUCTURES AT NATIONAL LEVEL



REMIT DEFINED IN RELATION TO ONLY ONE LEVEL OF EDUCATION



REMIT EXTENDS TO ALL LEVELS EXCEPT HIGHER/UNIVERSITY EDUCATION



REMIT EXTENDS TO ALL LEVELS OF EDUCATION



CONSULTATION PROCEDURES COMPARABLE TO FUNCTIONS OF CONSULTATIVE BODIES

Most of the national bodies were set up in the 1980s and their titles are very similar: *Conseil de l'Éducation et de la Formation* (Education and Training Council) and *Vlaamse Onderwijsraad* (Flemish Education Council) in Belgium (French Community and Flemish Community, respectively), *Ethniko Symvoulío Pedias* (National Education Council) in Greece, *Consejo Escolar del Estado* (State Education Council) in Spain, *Conseil supérieur de l'Éducation* (Education Council) in France, *Conseil supérieur de l'Éducation nationale* (National Education Council) in Luxembourg, and *Conselho Nacional de Educação* (National Education Council) in Portugal. Two bodies have been set up subsequently, the *Consiglio Nazionale della Pubblica Istruzione* (National Council for Education) in Italy and the *Schulreformkommission* (School Reform Commission) in Austria.

In Germany, where responsibility for education rests with the *Länder*, there are no representative bodies at federal level. On the other hand, there are consultative councils in 13 of the *Länder*. These committees are generally called *Landesschulbeirat*, except in Mecklenburg-Western Pomerania and the Saarland, where they are called *Landesschulkonferenz* and in Saxony where it is the *Landesbildungsrat*. In North Rhine-Westphalia, the law on school participation lays down procedures for ad hoc consultation with associations and organisations interested in education on important general or fundamental school issues.

Consultative councils generally have the same type of structure. They comprise representatives of the various groups of people interested in the education system:

- the Minister or someone representing him and – more rarely – representatives of other ministries;
- teaching staff associations and usually representatives of technical and administrative staffs;
- representatives of parents and frequently also of pupils or students;
- representatives of the various economic and social sectors (business and industry, minority language groups and cultural associations).

In Italy, parents are not members of the National Council for Education but they are involved at the level of the province in the *Consiglio scolastico provinciale* (Provincial School Council). In Germany, in most of the *Länder*, and in Greece and Luxembourg, these bodies also include representatives of the churches. This is also the case in Austria, where the representatives of the churches participate as experts. Generally speaking, those bodies which permit the participation of the various parties interested in education do not include academic experts, except in Greece and Portugal.

The membership of these committees ranges in size from 36, the average in the German *Länder*, to 97 in Greece. As a rule, the representation of the various parties interested in education is balanced. In some Member States, however, such as France and Italy, education staff representatives are in the majority.

The remit of these committees is in the main to give advice on proposals for reform or on any education questions of national interest – aims, reforms or the operation of the education system – referred to them by the Minister. They can also generally make proposals on their own initiative. They are responsible for all levels of non-higher education in Germany, Spain, France, Italy and Austria, and for the entire education system in the other countries.

Only two countries have consultative councils whose responsibilities are prescribed in relation to one particular level of education. They are much smaller in size than those mentioned above. The council for the *folkeskole* in Denmark and the *Onderwijsoverleg Primair en Voortgezet Onderwijs* (Primary and Secondary Education Consultative Committee) in the Netherlands, with the task of advising the Minister on education questions in relation to the levels of education for which they are responsible, have from 14 to 23 members. In Denmark, the council includes education experts but no representatives of the world of work.

Comparison between the Member States of the European Union and the EFTA/EEA countries reveals that the distribution of these bodies closely reflects the degree of centralisation of the authority responsible for managing human and material resources. In all the countries in which school organisation depends on the ministry, **consultative councils** are found at this level, usually with responsibility for all matters. This is the case as regards all the Member States in the south of the European Union and a majority of those in the centre.

On the other hand, in those Member States in which authority for education is at local level (*commune* or municipal authority, for example) or even at the level of the school itself, the Minister's consultation with the various social groups takes different forms. While, in those countries in which administration is decentralised, some ministries can refer to a national consultative council with limited powers (in Denmark and the Netherlands), most have no such body.

In England and Wales, where the greater part of decisions in relation to the management of schools are taken at school level, the main means of ensuring social participation is the representation of the various interested parties on the school's governing body (see section on consultation at school level). Various groups, however, such as parents associations and representatives of business and industry, are also regularly invited by the government to take part in consultation procedures before major reforms are approved.

In Scotland, the various social groups participate through the numerous national agencies set up by the government to advise on the curriculum, promote research and development and undertake school evaluation. Comprising for the greater part representatives of the education authorities or staff, these bodies also include people from outside the world of education, usually from business and industry (see section on consultation with the world of work). They give advice and information to parents, employers and other organisations.

In Ireland, the National Education Convention was an occasion of national consultation with all the parties concerned. This procedure, which was set on foot by the Minister for Education in October 1993, involved representatives of 42 associations. The National Council for Curriculum and Assessment also provides an opportunity for social participation as it includes representation of parents, the various teacher unions and employers.

In Sweden, where the municipalities are fully responsible for education, parent participation is very clearly encouraged at school level. Every school cooperates with both sides of industry and the local authorities but there are no regulations stipulating the form cooperation has to take. At national level, the parents association and the teacher organisations are permitted to receive information and to influence decisions taken at national level.

In Finland, representation of the various social groups is achieved by bringing the partners together in a committee or a working group or by consulting the various partners during the preparatory work.

The term "consultative councils" is consequently used in the countries to the south and in the centre of the European Union for bodies for which there is no real counterpart in the English-speaking and Nordic countries. In as far as this term refers to national committees specially set up to ensure social participation, it is quite different from the term "advisory committees" which is more used in the north for bodies comprising in the main people from the education sphere with possibly some experts or members from business and industry, with the task of advising the Minister. Therefore in order to preserve this distinction clearly, the term "consultative council" will be used for the first group and the term "advisory committee" for the second group.

National bodies for consultation with the world of work

Of all the social groups interested in the management of the education systems, the world of work is the one with which consultation is most frequently arranged at national level through specific bodies. These bodies are most often responsible for vocational education and they are found in most Member States of the European Union and the EFTA/EEA countries (see Map 2). They generally include representatives of industry and commerce or chambers of trade, education authorities and the teaching profession.

Here, mention may be made of the *Erhvervsuddannelsesrådet* (EUR - (Council for Vocational Education) in Denmark, the *Hauptausschuß des Bundesinstituts für Berufsbildung* (Principal Committee of the Federal Institute for Vocational Training) in Germany, the *Consejo General de la Formación Profesional* (General Council for Vocational Training) in Spain, the *Commissions professionnelles consultatives* (Vocational Consultative Councils) in France, the *Commission de coordination de l'enseignement secondaire technique* and the *Commission de coordination de la formation professionnelle continue* (Coordinating Committee for Secondary Technical Education and Coordinating Committee for Continuing Vocational Training) in Luxembourg, the *Educatie Beroepsonderwijs Kamer* (Consultative Council for Adult and Vocational Education) in the Netherlands, the *Bundesberufsausschungsbeirat* (Federal Consultative Council for Vocational Training) in Austria, the Training and Enterprise Councils in England and Wales and the Scottish Vocational Education Council in Scotland.

Map 2: National bodies for consultation with the world of work



Source: Eurydice.

In the French Community of Belgium, the *Conseil de l'Éducation et de la Formation* has two chambers, one of which is responsible for vocational training. In the Flemish Community, the *Vlaamse Onderwijsraad* has separate councils, one of which is responsible for secondary and vocational education. In Greece and Portugal, school/business links are at higher education level, with respectively the *Symvoulío Technologikis Ekpedefsis* (Technological Education Council) and the *Conselho para a Cooperação Ensino Superior-Empresa* (Council for Cooperation between Higher Education and Business).

In Iceland, separate training councils are responsible for industry, fishing, skilled trades and tourism. In Norway, the *Radet for fagopplæring i arbeidslivet* is the National Council for Vocational Training.

The essential function of all these councils is to provide the Minister with opinions and proposals in relation to vocational training (Denmark, Greece, France and Portugal). In some cases, they are also responsible for participating in the preparation of regulations, producing statistics and planning and organising training (Germany), designing the curriculum and following up all activity in relation to vocational

training (Spain), ensuring that there is cooperation between schools and firms (Luxembourg) and following up research work and determining vocational training needs (Finland).

In Sweden, consultation is not formalised within a body, but industry is increasingly recognised as a partner to cooperate with the universities and the university colleges in higher education and research.

In almost all Member States of the European Union, and in Iceland and Norway, there is a national body to formalise consultation between the world of education and the world of business. This body is generally responsible for vocational education, higher education and adult education. In the United Kingdom, these two worlds also meet in bodies responsible for the curriculum and assessment.

Participation in non-higher education institutions

In the great majority of countries, schools have bodies which open up the management of the institution to participation by teachers, parents, pupils and the local authorities. However, their remit varies considerably from one country to another. They fall into three categories:

Bodies with essentially consultative functions, responsible for advising the headteacher

The definition of the functions given to these bodies varies greatly. In some cases, their role is only to make proposals and to give opinions on the organisation of the school (the *Conseil de participation* in the French Community in Belgium, the *Participatieraad* in grant-aided education in the Flemish Community in Belgium, the *Medezeggenschapsraad* in the Netherlands and the *Samarbeidsudvalg* and the *Skoleutvalg* in Norway). Others are also engaged in extra-curricular activities and the promotion of educational initiatives or activities (the *Conseil d'éducation* in Luxembourg). In Germany, the *Schulkonferenz* deals with various aspects of life in the school (timetables, allocation of classes, ad hoc events and security) and draws up guidelines on homework and certain educational innovations. In Austria, the *Schulforum* (in primary education) and the *Schulgemeinschaftsausschuß* (in secondary education) have, with the introduction of the concept of school autonomy, obtained the right to vote on questions concerning the curriculum, class sizes and the use of funds. In Scotland, School Boards have, since 1988, been able to participate increasingly in the administrative functions of the regional education authority.

Decision-making bodies responsible for the operation of institutions in cooperation with the headteachers

Depending on the Member State, these bodies also discharge a variety of functions. In Greece, the council has to ensure the proper running of the school and establish means of communication between teachers and families. In France, the *Conseil d'administration* in secondary schools organises the teaching and life in the school and has to approve the school plan. In Italy, the *Consiglio di circolo* (primary) and the *Consiglio di istituto* (secondary) take decisions on budgetary matters and on the organisation and planning of school activities etc. In Denmark, the *Skolebestyrelse* (at the *folkeskole* level) is responsible for the running of the school and also for proposing a programme of education which is put to the municipal authority.

In Spain, the *Consejo escolar del centro* controls and manages the school's activities. It ensures the active participation of the whole of the school community and selects the school head. In Portugal, the *Conselho de escola* selects then appoints the school head, supervises the running of the school and approves the various documents submitted by the Education Committee.

Bodies governing schools

In Ireland, the board of management, which acts as an interface between the school and the ministry, is responsible for the administration of the school and in particular for staff recruitment. The governing body in England and Wales and the board of governors in Northern Ireland have the tasks of defining the ethos and objectives of the school and managing its resources, both human (including teacher recruitment) and material. These bodies have real autonomy in managing schools.

In Sweden, several municipal authorities have, or have proposed, a sort of committee to permit parent participation. The tasks of those committees which have already been set up vary from one authority to the other. Most frequently, the body which makes parent participation possible at school level is a consultative council. In Finland, cooperation councils are charged with home/school relations. They are optional.

These committees all differ as to their membership. While parents may always be included, participation by the local authorities is rather less frequent. This is found in Greece, Spain, France and Portugal – i.e. in the centralised Member States in which the committee is responsible for running the school – and in England and Wales and Northern Ireland.

The division of the numbers of places between teachers and parents (or parents and pupils) is also very variable. Teachers are sometimes in the majority (Italy and Portugal) but in general there is parity of representation (Germany, Spain, France, Luxembourg, Netherlands and Austria). In some countries, parents outnumber teachers (Denmark, Ireland, in the primary schools, and Scotland, in the self-governing schools). In Sweden, the membership of these councils varies from one municipal authority to the other.

At a time when increased consideration is being given to the allocation of decision-making powers to the various administrative levels, it is important to remember the differences between the roles and membership of the various bodies which are developing at school level. While in the case of England and Wales it really is possible to speak of the autonomous management of schools, this is not the case in other European Union and EFTA countries. In the majority of cases, it is rather a case of involving the various groups of people with an interest in education in decision making in relation to the running of schools. Moreover, the importance of the matters to which this involvement of the partners applies varies from one Member State to the other.

NATIONAL DESCRIPTIONS

BELGIUM - FRENCH COMMUNITY

Since 1990, Belgium has had one representative body covering all levels of education – the *Conseil de l'Éducation et de la Formation* (Council on Education and Training). This Council is composed of two chambers, one for education and one for training. In 1995, the *Conseil de l'Éducation aux médias* (Council for Education on the Media) was set up. There are various councils covering one or two levels of education (see table). In higher education, one standing council and seven sectoral councils are to be replaced in 1996 by the *Conseil général des Hautes Écoles*, following major reform of non-university higher education.

	Pre-primary/ primary	Secondary	Vocational	Higher
Community	<i>Conseil de l'Éducation et de la Formation</i> (Council on Education and Training)			
	<i>Conseil des parents de la Communauté française</i> (French Community Parents Council)			
	<i>Conseil de l'Éducation aux médias</i> (Council for Education on the Media)			
	<i>Conseil supérieur de la guidance psycho-médico-sociale</i> (Council for Medical, Psychological and Social Guidance)			
		<i>Conseil supérieur des allocations et prêts d'études</i> (Council for Student Grants and Loans)		
				<i>Conseil général des Hautes Écoles</i> (Council of Colleges of Higher Education)**
Institution	<i>Conseil de participation*</i> (Participation Council)			<i>Conseil des étudiants</i> (Students Council) and <i>Conseil d'administration</i> or <i>Organe de gestion</i> (Board of Management)**

* Obligatory in the schools of the French Community network; local initiatives in the other networks.

** Being set up in 1996.

Description of the membership and roles of the main councils

At Community level

Council	<i>CONSEIL DE L'ÉDUCATION ET DE LA FORMATION</i> (Council on Education and Training)			
Chairman Membership	Elected from the members, alternating annually between the two Chambers Education Chamber and Training Chamber comprising 51 members and 49 alternates, representing			
	organising authorities, teacher unions, universities	federations of associations of parents and of students	workers' and employers' organisations and the agricultural sector	initial and in-service training organisations outside education
Role	The role of the CEF is to promote education and training organised or grant-aided by the French Community, to submit views on all basic reforms of education and training, to examine the education/training/employment balance and movement in the labour market and openings, to liaise with the business and social sectors, and to present an annual report on the education and training situation.			

At institutional level

Participation Councils with a consultative role have been compulsory since 1991 in all schools in the French Community network (nursery/primary, secondary, special and adult education establishments and boarding schools). In higher education, all *Hautes Ecoles* (non-university colleges of higher education) have management bodies which provide for student and staff participation.

Council	CONSEIL DE PARTICIPATION (Participation Council)			
Membership	Various, including			
	the head of the school and the head of the Psychological, Medical and Social Services Centre	representatives of teaching, administrative, supervisory and ancillary staffs	representatives of students, parents and trade unions	representatives of the local authorities (municipal councils)
Role	The Council issues proposals and formulates views in relation to pedagogical organisation (preparation and implementation of the educational plan, relations with firms in the region, choice of optional courses etc.) and in relation to equipment and administrative matters (school accommodation, pupil welfare schemes etc.). It must be informed of the funds allocated to the school for running costs. It contributes to the general promotion of the school.			

BELGIUM: GERMAN-SPEAKING COMMUNITY

The *Pädagogische Kommission* is an advisory body set up in 1991, its membership comprising in the main people from the education sphere, together with some representatives of the trades unions. Parent participation is provided for more at school level, in the *Schulbeirat*, which is a compulsory consultative body in secondary official education.

	Pre-primary/ primary	Secondary	Vocational	Higher
Community	<i>Pädagogische Kommission</i> (Education Committee)			
School	<i>Schulbeirat</i> (School Advisory Board)			

Description of the membership and roles of the main councils

At Community level

Council	<i>PÄDAGOGISCHE KOMMISSION</i> (Education Committee)			
Chairman	The representative of the Ministry			
Membership	15 members representing			
	different organising bodies	department responsible for in-service training organised by the Ministry, inspection service, administration	institutions of higher education	unions
Role	The <i>Pädagogische Kommission</i> advises the Minister mainly on matters of in-service training and educational plans.			

At school level

Council	SCHULBEIRAT (School Advisory Board)	
Chairman	The school head	
Membership	Representatives of	
	the teaching staff	the parents' organisations
Role	The Council issues opinions on matters related to school, everyday life and problems and to schoolwork.	

BELGIUM - FLEMISH COMMUNITY

The *Vlaams Onderwijsraad*, set up under a 1990 decree, is a consultative body representing the various parties concerned. It is composed of a general council and separate councils for the different levels of education.

	Primary	Secondary	Vocational	Higher
Community	<i>Vlaamse Onderwijsraad</i> (Flemish Education Council)			
	<i>Raad voor het Basisonderwijs</i> (Primary Education Council)	<i>Raad voor het Secundair Onderwijs</i> (Secondary Education Council)	<i>Raad voor het Hoger Onderwijs</i> (Higher Education Council)	
				<i>Vlaamse Interuniversitaire Raad</i> (Flemish University Council)
Local	<i>Lokale raden (LORGO's)*</i> (Local Councils) <i>Participatieraad**</i> (Participation Council)			<i>Raad van bestuur***</i> (Governing Board)

* In public education.

** In grant-aided education.

*** In higher non-university education.

Description of the membership and roles of the main councils

At Community level

Council	<i>VLAAMSE ONDERWIJSRAAD</i> (Flemish Education Council)				
Chairman	The Secretary General				
Membership	In addition to the Secretary General and the Assistant Secretary General, 37 members representing				
	the education authority	trades unions	organising bodies	parents associations	social and business organisations
Role	This body has general powers in relation to studies, coordination and advice, on its own initiative, at the request of the responsible Flemish Minister for Education or at the request of the Flemish government, on all questions coming under subsection 2 (2) of Article 54 (a) of the Constitution and for which the Flemish Community is responsible.				

The separate councils of the *Vlaamse Onderwijsraad* have between 27 and 30 members.

At local or school level

Council	<i>LOKALE RADEN</i> (Local school councils, in Community education)			
Chairman	A headteacher			
Membership	12 to 15 members representing			
	the organising authority	parents	teachers	the local community
Role	These councils are responsible for four areas – the general running of the school (day-to-day management, relations with pupils and with the Psychological, Medical and Social Services Centres, cooperation with the social and business world, school transport and school regulations), management of education (development of a programme of activities under the educational plan), personnel management, and management of equipment and finances.			

Council	<i>PARTICIPATIERAAD</i> (Participation Council, in grant-aided education)			
Chairman	Usually, the headteacher			
Membership	Representatives of			
	the organising authority	parents	teachers	the local community
Role	This Council has the right to information on all matters relating to school life. It gives opinions on the general organisation and running of the school, planning and general criteria for guidance and assessment of pupils. The Council is consulted on the criteria for application of the "capital-periods" system (<i>leertijden-pakket</i>), the development and amendment of the school regulations, school transport and pupil safety. In private grant-aided education, the school administrative council may not take decisions in a limited number of areas without the consent of the participation council.			

DENMARK

The Minister is advised by representative consultative bodies at the various levels of education. Primary and lower secondary education is a single structure with its own council, the *Folkeskole* Council; vocational education has the Council for Vocational Education (*EUR*). Higher education has five advisory boards composed exclusively of members appointed by the Minister and covering the following areas: technology, social sciences, natural sciences, humanities and health education.

	<i>Folkeskole</i>	General upper secondary	Vocational	Higher-Short courses	Higher/University
National	<i>Folkeskoleradet</i> (<i>Folkeskole</i> Council)	Department of upper secondary education	<i>EUR</i> (Council for Vocational Education). trade committees	<i>Teknikerradet</i> (Council for Technical Education). technical education committees	<i>Uddannelsesrad</i> (Council for Higher Education)
Local and school	<i>Skolebestyrelse</i>	<i>Skolebestyrelse</i>	(<i>Skole</i>) <i>bestyrelse</i> Local training committees	Local training committees	<i>Konsistorium</i> (Senate)

Description of the membership and roles of the main councils

At national level

Council	<i>FOLKESKOLERADET</i> (<i>Folkeskole</i> Council)			
Chairman	Appointed by Minister for Education			
Membership	14 members representing			
	the National Association of Headteachers, the National Association of Directors of Education	the Teachers' Union, parents' and pupils' organisations	education experts, the National Association of Local Authorities	the Council for Youth and Adult Education, the Danish Youth Council and the Sports Council
Role	This body advises the Minister on all issues relating to the <i>folkeskole</i> and may, in this context, recommend innovations and research projects to the Minister.			

Council	<i>ERHVERVS UDDANNELSESRÅDET - EUR</i> (Council for Vocational Education)			
Chairman	Appointed by the Minister			
Membership	20 members representing			
	the Association of Teachers and Heads of Vocational Schools	associations of county councils	the National Association of Local Authorities	organisations of employers and employees
Role	The Council submits recommendations to the Minister concerning regulations on courses, the introduction of new courses and dropping of existing courses, regulation of admissions and teachers' qualifications. The Council advises the Minister on issues relating to the manner in which the education system should be organised and on general issues. The Council may, on its own initiative, submit recommendations on all important issues relevant to courses.			

Council	<i>TEKNIKERRÅDET</i> (Council for Technical Education)				
Chairman	Appointed by the Minister for Education				
Membership	26 members				
	2 members designated by the Council for Vocational Education (2)	One representative of the Ministry of Labour and 2 from the Ministry of Education (3)	3 independent experts, 2 representatives of organisations of heads and teachers (5)	8 members designated by employers' organisations (8)	8 members designated by employees' organisations (8)
Role	The council submits recommendations to the Minister for Education on the introduction or dropping of courses, divisions into subject areas, the structure of courses and objectives, and on the structure, duration, conditions for admission, examination structures and qualifications required of teachers. The Council advises the Minister on problems relating to these courses.				

Council	<i>UDDANNELSESRÅD</i> (Advisory board on higher education)				
Chairman	Appointed by the Minister for Education				
Membership	10 members appointed by the Minister on the basis of their expertise in education or the labour market				
Role	The five boards cover the following areas: technology, social sciences, natural sciences, humanities and health education. They advise the Minister on general issues of education policy and on organisation and general coordination in the areas that concern them.				

At school level

Council	<i>SKOLEBESTYRELSE</i> of the <i>folkeskole</i>		
Chairman	Appointed by the Minister for Education		
Membership	Representatives of		
	staff (2)	parents (5 to 7)	pupils in schools providing five or more years of education (2)
Role	The council conducts activities within the framework of the objectives and structures defined by the municipal council. The council defines principles for the school's activities: organisation of school time, number of lessons, optional subjects, assignment of pupils to classes, distribution of workload among teachers, cooperation between the school and parents. The council drafts curriculum proposals to submit to the municipal council and approves the school's budget and teaching materials.		

Council	<i>SKOLEBESTYRELSE</i> in general upper secondary education		
Chairman	Appointed by the Minister for Education		
Membership	Representatives of		
	teaching staff	the county council	the municipal councils parents and pupils
Role	Upon the recommendations of the headteacher, the council establishes the school's capacity, subjects to be taught, dates of holidays and the school budget.		

Council	<i>(SKOLE)BESTYRELSE</i> in vocational education				
Chairman	Elected from members				
Membership	Representatives of				
	employers and employees	the county council (1)	the municipal councils (1)	staff (2)	students (2)
Role	The board is responsible for overall management of the school. Upon the recommendation of the principal, the board decides on the annual programme of the activities of the school and approves the budget and accounts. Upon the recommendation of the principal, it furthermore decides which approved vocational education and training courses and supplementary courses the school shall offer in its programme. It appoints and dismisses the principal and approves the appointment and dismissal of other staff on the recommendation of the principal. It also administers the grants allocated by the state. In cooperation with local interested parties, it decides on the school's future offer of vocational education and training courses, continuing training etc. Together with the principal, it is also responsible for the organisation of the more detailed content of the courses in cooperation with the local training committees. The board is responsible vis-à-vis the Ministry of Education for the operation of the school and the administration of the government grants. The employer and employee representatives must also be represented on the board and have a connection with the geographical area and the labour market covered by the school. The principal of the school acts as secretary to the board and takes part in the meetings of the board in a non-voting capacity.				

Council	<i>KONSISTORIUM</i> The Senate in university education				
Chairman	The Rector is an ex-officio member of the Senate				
Membership	14 members				
	from outside the institution, appointed by the Danish Council for Research Policy and Planning and the chairmen of the national advisory boards on higher education (2)	representing the administration (5)	representing the academic and teaching staff (2)	representing the technical and administrative staff (2)	representing the students (3)
Role	The Senate safeguards the interests of the university as an education and research institution and establishes the guidelines for its activities and development in the long term. The Senate approves 1) the organisation of the institution, including the faculty and departmental structure; 2) the budget of the institution; 3) proposals for statutes. The statutes include the more detailed rules regarding the management of the institution, the activities of the collegiate bodies, rules regarding elections, etc. The Senate moreover has the right to give its opinion on matters of importance to the organisation and activities of the institution. It is also obliged to discuss all matters presented by the Rector.				

GERMANY

A. General and vocational education in schools

At federal level, there are no consultative or advisory bodies for social participation in relation to schools, as the Federal Government is not responsible for the school system. According to the Constitution, the legislation, organisation and administration of the school system are matters for the governments of the individual *Länder*.

At *Land* level, two basic concepts have been adopted to ensure social participation:

1. ad hoc consultation with associations and organisations as laid down by the law in relation to school matters of general or fundamental importance;
2. the establishment of a consultative body at *Land* level (*Landesschulbeirat*).

North Rhine-Westphalia provides a good illustration of the ad hoc consultation procedure, in which associations at *Land* level such as trade unions and professional organisations, associations of parents and pupils, representatives of trade and industry, the churches, representatives of private schools of major importance and local authority associations are involved in the consultation process as laid down in the law on school participation (*Schulmitwirkungsgesetz*). School matters of general and fundamental importance are for example the development of curricula, the reform of the structure and organisation of the school system, pilot projects, regulations for school buildings, the selection of text books and other teaching materials, the general school regulations (*Schulordnungen*), and the coordination of in-company training and vocational education in schools.

The concept of a consultative council at *Land* level may be illustrated by the *Landesschulbeirat* for Bavaria (see table on p.26).

In addition to these consultative councils, there are in most of the *Länder* separate parents' representative bodies at *Land* level (*Landeselternbeirat*).

At school level, a school council is set up in primary schools (not in all *Länder*) and in secondary schools, which acts as a consultative body, but it may also adopt binding measures in some areas. The designation of this body varies according to the *Land* (*Schulkonferenz*, *Schulgemeinde*, *Schulforum*, *Schulausschuß*).

Social participation in education is considered an important element of democracy in Germany and increasing importance is being given to it in the context of strengthening school autonomy. However, the participation of parents, pupils or even other individuals or collective bodies in the decision-making processes must not interfere with the overall responsibility of the government, i.e. the *Länder*, in the administration and supervision of education, which guarantees the homogeneity of the system and the independence of the interests of individuals and social groups.

	Primary	Secondary	Vocational	Higher
Federal				
<i>Land</i>	Consultative bodies in 13 <i>Länder</i> (the <i>Landesschulbeirat</i> in most of them, but the <i>Landesschulkonferenz</i> in Mecklenburg-Western Pomerania and the Saarland and the <i>Landesbildungsrat</i> in Saxony). Ad hoc consultation in North Rhine-Westphalia.			
School	<i>Schulkonferenz</i> , <i>Schulgemeinde</i> , <i>Schulforum</i> , <i>Schulausschuß</i>			

Description of the membership and roles of the main councils

At Land level

Example of a consultative body in Bavaria

Council	LANDESSCHULBEIRAT (Consultative body)				
Chairman Membership	Minister for Education, Cultural Affairs, Science and the Arts in Bavaria				
	Members representatives of				
	parents (max. 8)	teachers (8)	pupils (8)	different churches and associations (1 per association)*	members representing the field of pre-school education, vocational education and training, adult education, the arts and journalism (5)
Role	This council is consulted in cases of major importance: when new curricula are being developed; when decrees are issued or existing ones changed, e.g. general school regulations (<i>Schulordnungen</i>), decrees on admission restrictions, guidelines on the editing and circulation of school magazines, and decrees concerning the establishment of parents' representative bodies; drafts of laws and other decrees concerning essential school matters; important pilot projects and their results. It may make suggestions and recommendations to the Ministry concerning the above-mentioned matters.				

* The Catholic and Protestant Churches, the Bavarian associations of cities, communes, districts and regions, the Chambers of Industry and Commerce, the Chambers of Handicrafts, the German federation of trade unions, the Bavarian federations of civil servants and farmers, the Bavarian association of youth organisations, the institutions of higher education and the private schools.

At school level

There is a council which acts as a consultative body in primary schools (not in all *Länder*) and in secondary schools.

Council	SCHULKONFERENZ, SCHULGEMEINDE, SCHULFORUM, SCHULAUSSCHUSS		
Chairman Membership	Headteacher (composition 1/3, 1/3, 1/3 or 1/2, 1/4, 1/4)		
	Members representative of		
	teachers	parents	pupils
Role	The school council deals with various aspects of school life and teaching (timetables, assignment of accommodation, safety measures for pupils, matters of discipline, school events, etc.) and addresses general issues in relation to pedagogy and the structure of teaching (homework, teaching experiments, etc.). According to the <i>Land</i> , the school council has the right to approve or reject proposals for school mergers and discusses school facilities and equipment. In some <i>Länder</i> , the Council participates in the appointment of the headteacher.		

B. Vocational training in industrial undertakings

Federal	<i>Hauptausschuß des Bundesinstituts für Berufsbildung</i> (Principal Committee of the Federal Institute for Vocational Training)
Land	<i>Landesausschüsse für Berufsbildung</i> (Länder committees for vocational training)
Regional	<i>Berufsbildungsausschüsse der Kammern</i> (Vocational training committees established by various chambers of trade)
Local	Co-management bodies in enterprises

Description of the membership and roles of the main councils

At federal level

Council	<i>HAUPTAUSSCHUSS DES BUNDESINSTITUTS FÜR BERUFSBILDUNG</i> (Principal Committee of the Federal Institute for Vocational Training)			
Chairman	Representative of employers, employees, the <i>Länder</i> and the Federation in turn			
Membership	53 members representing			
	the federal government (5)	the <i>Länder</i> (16)	employers (16)	employees (16)
Role	This Institute's mission is to advise the federal government on all issues relating to vocational training, to conduct research, to prepare and publish the list of professions requiring training, to participate (in accordance with government directives) in the preparation of ordinances and implementing regulations and of the report on qualifications, in the development of statistics, in the promotion of pilot projects and in the planning, construction and development of inter-enterprise establishments of vocational training.			

At Land level

Council	<i>LANDESAUSSCHÜSSE FÜR BERUFSBILDUNG*</i> (Länder committees for vocational training)		
Membership	18 members representing		
	the government of the <i>Land</i> (6)	employers (6)	employees (6)
Role	These Committees advise the governments of the <i>Länder</i> on vocational training.		

* 1 per *Land*.

At regional level

Council	<i>BERUFSBILDUNGS-AUSSCHÜSSE DER KAMMERN*</i> (Vocational Training Committees of the Chambers ²)		
Membership	Members representing		
	teachers in vocational schools (6)	employers (6)	employees (6)
Role	To adopt directives concerning the implementation of vocational training within firms.		

* 1 per Chamber.

² The administratively autonomous organisations of the business world (chambers of commerce and industry, chambers of trade, agriculture and the professions), as qualified organisations, are responsible for developing guidelines for, monitoring and recognising vocational training within firms. Each qualified body establishes a vocational training committee. Trainers from vocational training establishments participate in these committees on a consultative basis.

GREECE

The *National Education Council* (E.S.Y.P.) is a consultative council covering all levels of education, including higher education. The law of 31 July 1995 instituted this new Council which replaces the former structure.

	Primary	Secondary	Vocational	Higher
National	<i>Ethniko Symvoulío Pedias – E.S.Y.P.</i> (National Education Council)			
	<i>Pedagogiko Institutio</i> (Institute of Education)		University Education Council – <i>SAP</i> Technological Education Council – <i>STE</i> Institute of Technological Education – <i>ITE</i>	
Regional				Regional Council of Technological Education – <i>PSTE</i>
Departmental Municipal	<i>Nomarchiaki i Eparchiaki Epitropi Pedias</i> (Prefectural or Sub-Prefectural Education Committee) <i>Dimotiki i Koinotiki Epitropi Pedias</i> (Municipal or Communal Education Committee)			
School	<i>Scholiko Symvoulío and Scholiki Epitropi</i>			

The Institute of Education is an independent public service under the direct aegis of the Ministry of Education in relation to primary and secondary education. Its remit includes:

- scientific research and study of questions involving primary and secondary education;
- guidelines on, and planning and programming of, education policy for these two levels of education.

Description of the membership and roles of the main councils

At national level

Council	<i>ETHNIKO SYMVOULIO PEDIAS – E.S.Y.P.</i> (National Education Council)		
Chairman	University professor or other academic experienced in education administration		
Membership	97 members representing		
	- Ministry of Education and other Ministries (8) - political parties in parliament (4) - the Academy (1) - the General Secretariats and the <i>OEEK</i> (6) - the Holy Synod of the Orthodox Church of Greece (1)	- Rectors and Presidents of boards of directors of institutions of higher university education (18) - Presidents of <i>TEIs</i> (14) - administrative and teaching staff of <i>AEIs</i> and <i>TEIs</i>, teaching staff from teachers federations (<i>OLME</i>, <i>DOE</i>, <i>OIELE</i>), from <i>ADEDY</i> and the parents confederation (7) - students (10) - teachers in primary and secondary schools	- trade unions and chambers of trades (10) - scientific organisations (1) - confederations in the production sector and local authorities (7) - the confederation of persons with special needs (1) - the council of Greeks living abroad
Role	This body makes proposals to the government concerning policy on education at all levels, the education of immigrants, repatriates and certain social groups, lifelong learning, special education, in-service training, adult education, and any other issues relating to education		

Acronyms:

- OEEK*: Education and vocational training body
- TEI*: Institution of higher technological education (non-university)
- ADEDY*: Higher administration of civil servants' unions
- AEI*: Institution of higher education

Council	ΣΥΜΒΟΥΛΙΟ ΑΝΟΤΑΤΗΣ ΠΕΔΙΑΣ – ΣΑΠ (University Education Council)		
Chairman	Representing the Minister for Education		
Membership	58 members representing		
	-the Minister for Education (chairman) and the Ministries of Research and Technology and of Finance (3) -the Greek Technical Chamber, the bar association, the national orders of doctors, dentists and pharmacists (3) -Rectors of all universities (18) -students (5)	-political parties in parliament (4) -local authorities in all regions where AETs are located (11) -teachers federations (2) -scientific sectors (1) -the Chamber of Plastic Arts (1) -confederations of manufacturing industries (5)	-the Geotechnical Chamber (1) -the Economic Chamber (1) -Armed Forces Officers' Schools (1) -teachers belonging to the PODPAET and the EDTP (2)
Role	This body makes proposals concerning: 1) the creation, closure and merger of institutions of higher university education (AET), faculties or departments; 2) vocational guidance, use of scientific resources, numbers of students enrolled; 3) distribution of funds and creation of posts for all categories of AET staff; 4) transfers of students from one institution to another and enrolment of graduates wishing to obtain another diploma; and 5) coordination of the activities of the AET (retraining and in-service training).		

Acronyms: PODPAET: Panhellenic federation of the administrative staff of AET
EDTP: Specialised technical administrative staff

Council	ΣΥΜΒΟΥΛΙΟ ΤΕΧΝΟΛΟΓΙΚΗΣ ΕΚΠΕΔΕΥΣΗΣ – ΣΤΕ (Technological Education Council)		
Chairman	Minister for Education or his representative (1)		
Membership	60 members representing		
	-10 ministries and the Secretariat General for Youth (11) -the OAED, the KEPE, the Rectors (3) -Presidents of the TEI (14)	-the Greek Technical Chamber, the Geotechnical and Economic Chambers, Chamber of Fine Arts and the Panhellenic Order of Doctors (5) -the E.E.T.E.M. and any other organisation of graduates of the TEI if it represents the entire country (9) -scientific organisations (1) -teachers federations (1)	-the local authority, designated by the KEDKE (1) -the Union of Greek Industry, the Chamber of Trades and Crafts and the Athens Chamber of Commerce and Industry (3) -the GSEE and the P.A.S.E.G.E.S. (2) -students (5) -each political party represented in parliament (4)
Role	This body makes proposals to the Minister for Education concerning higher technological (non-university) education, and more particularly: 1) the creation, closure, merger or division of institutions of higher technological (non-university) education (TEI), branches, faculties or departments; 2) the professional rights of TEI graduates; 3) the number of students enrolled in TEIs; and 4) distribution of funds, etc.		

Acronyms: OAED: Employment and manpower organisation
KEPE: Planning and research centre
E.E.T.E.M.: Union of Greek technical engineers
KEDKE: Central union of Greek municipalities and local authorities
GSEE: General confederation of Greek workers
P.A.S.E.G.E.S.: Panhellenic confederation of agricultural cooperatives

Council	<i>INSTITOUTO TECHNOLOGIKIS EKPEDEFSIS - ITE</i> (Institute of Technological Education)
Chairman	One of the councillors
Membership	17 members - 7 councillors - 10 rapporteurs appointed by the Minister for Education
Role	This body makes proposals to the Minister for Education concerning higher technological (non-university) education, and more particularly: 1) internal regulations of the <i>TEI</i> ; 2) general guidelines for courses in various specialities; 3) criteria and procedures for evaluating textbooks; 4) programmes of training placements and grants for <i>TEI</i> teaching staff, etc. The <i>ITE</i> is also competent in relation to the recognition of diplomas of higher non-university education.

Council	PERIFERIAKO SYMBOULIO TECHNOLOGIKIS EKPEDEFSIS – PSTE (Regional Council of Technological Education)		
Chairman	Prefect or his representative (1)		
Membership	16 to 19 members representing		
	-the TEI Council (President, Vice-Presidents and heads of TEI schools) -the local authority -the Chamber of Commerce and Industry, the Chamber of Trades and Crafts and the SET (3)	- the regional section of the TEE and any other local chamber or scientific or professional organisation - workers and farmers trade union organisations (2)	- cultural bodies of the region (1) - teachers federation (1) - students (2)
Role	This body makes proposals to the TEI concerning: 1) the creation or modification of departments according to regional needs; 2) identification of needs in the areas of specialisation and applied research, etc. It also works with the TEI, local authorities and enterprises to promote regional development and improve the study programmes and operations of the TEI.		

Acronyms: *SET*: Federation of Greek industries
TEE: Greek technical chamber

At prefectural level

Council	NOMARCHILAKI TEPARCHILAKI EPITROPI PEDIAS (Prefectural or Sub-Prefectural Education Committee)		
Chairman	Prefect, sub-prefect or his representative (1)		
Membership	16 members representing		
	-school councillors at primary and secondary level (2) -Heads of the Directorates of primary and secondary education (2) -the Union of Municipalities and Local Authorities of the department (1) -the local workers' centre of the department (1)	-the union of agricultural cooperatives of the department -the federation of associations of parents of pupils (1) -teacher unions (4)	-the President of a cultural association appointed by the prefect (1) -the NELE (1) -administrative employees (1)
Role	This committee makes recommendations to the prefectural council and to the prefect, based on the recommendations of municipal councils concerning education, specifically on issues such as the organisation of libraries; parents' meetings; events related to training; cultural events; the creation, closure and merger of schools; distribution of funds to local authorities for the repair and maintenance of school buildings and for school running costs; education issues related to in-service training and adult education, as well as more general issues.		

Acronyms: *ELME*: Union of civil servants in secondary education
ELTEE: Union of civil servants in technical-vocational education
OLTEE: Federation of civil servants in technical-vocational education
NELE: Prefectural committee for adult education

At municipal level

Council	<i>DIMOTIKI T KOINOTIKI EPTTROI PEDIAS</i> (Municipal or Community Education Committee)		
Chairman	Mayor or president of municipality/local authority or municipal/local authority councillor		
Membership	The school head and representatives of		
	the municipality or local authority	parents associations	local production sectors
Role	The Committee submits proposals for improving the organisation and operation of schools to the mayor or president of the local authority or municipality or to the local council.		

At school level

Council	<i>SCHOLIKO SYMBOULIO</i>			
Membership	Representatives of			
	teachers associations	parents associations	local government	pupils' committees (in secondary schools)
Role	To ensure the regular and proper operation of the school and to establish channels for communication between teachers and families.			

Council	<i>SCHOLIKI EPTTROI</i>		
Membership	The school head and representatives of		
	parents associations	the municipality or local authority	pupils' committees (in secondary schools)
Role	To administer the funds for the school's running costs and handling any problem relating to the operation of the school.		

SPAIN

The most general consultative body for non-university education is the *Consejo Escolar del Estado* (State School Council), a national consultative body representing the sectors concerned with general education programming and consultation. The Council's functions and powers are defined in a 1985 Decree. Universities come under a separate system.

In the Autonomous Communities which have full powers in the field of education, there is a *Consejo Escolar de la Comunidad Autónoma* whose remit and membership are similar to those of the *Consejo Escolar del Estado*. All members of the education community are represented on it.

	Pre-primary/ Primary	Secondary	Vocational	Higher/ University
National	<i>Consejo Escolar del Estado</i> (State School Council)			
			<i>Consejo General de la Formación Profesional</i> (General Council for Vocational Training)	<i>Consejo de Universidades</i> (Council for Universities)
Autonomous Communities	<i>Consejo Escolar de la Comunidad Autónoma</i> (School Council of the Autonomous Community)			
Municipal	<i>Consejos escolares municipales</i> (Municipal School Councils, being set up)			
School	<i>Consejo Escolar del Centro</i>			<i>Consejo Social</i> (Social Council)

Description of the membership and roles of the main councils

At national level

Council	<i>CONSEJO ESCOLAR DEL ESTADO</i> (State School Council)				
Chairman Membership	The Chairman is appointed by decree on a proposal from the Minister for Education 80 members including				
	representatives of education authorities (20)	teachers in public and private institutions (20)	parents and pupils (20)	administrative and school services staff (12)	employers' representatives (8)
Role	The Council is consulted on the following issues: general education programming, basic rules defined by the state for the implementation of Article 27 of the 1978 Constitution, the general structure of the education system and any issues raised by the Minister for Education and Science. In addition, the Council approves and publishes the annual report prepared by the Standing Committee on the Status of the Education System. The Council approves and transmits to the Ministry of Education and Science the Standing Committee's proposals on issues related to the above topics.				

Council	<i>CONSEJO GENERAL DE LA FORMACIÓN PROFESIONAL</i> (General Council for Vocational Training)		
Chairman	Minister for Education or Minister for Labour and Social Security		
Membership	39 members representing		
	the most representative trade union organisations (13)	the most representative employers' organisations (13)	the state administration, designated by the Ministries of Education and Science and Labour and Social Security (13)
Role	The Council drafts and proposes a national curriculum of vocational training to the government for its approval. The Council monitors implementation of the curriculum and makes proposals to update it when necessary. The Council gives its opinion on proposed courses of study and corresponding diplomas for the various levels and specialisations of vocational training and on certifications of qualification, etc. The Council gives its opinion on all matters submitted to it by the Ministerial department responsible for vocational training. It makes proposals and recommendations to the relevant Ministerial departments and proposes improvements in vocational guidance. The Council assesses and follows up actions in the area of vocational training.		

Council	<i>CONSEJO DE UNIVERSIDADES</i> (Council for Universities)		
Chairman	Minister for Education		
Membership	representatives including		
	education officials (one representative of each Autonomous Community with responsibility for Higher Education)	Rectors (one for each public university) (about 40)	eminent persons or specialists from the various fields of university teaching and research (15)
Role	The Council's role is one of coordination, planning, proposal and consultation on higher education. Its objectives are the constant improvement of teaching and research and the pursuit of the objectives of university reform; appropriate coordination of universities and planning of higher education, in keeping with the needs of Spanish society.		

At school level

Council	<i>CONSEJO ESCOLAR DEL CENTRO</i>		
Chairman	The school head		
Membership	A certain number of		
	teachers (at least one third of the members of the council)	pupils and parents of pupils (at least one third of the members of the council)	the coordinator of studies, a local councillor and the secretary of the establishment, in public schools; " representatives of the <i>titular</i> and the administrative staff in private schools under contract
Role	The Council monitors and oversees the activities of the school, ensuring active participation by the entire education community. The principal of the school is elected by this Council in public schools and appointed by agreement between the <i>titular</i> and the Council in private schools under contract.		

The *titular* is the person or body responsible for running the school.

The law makes no stipulation concerning organisation or participation in private schools which are not under contract (*centros privados no concertados*).

Council	<i>CONSEJO SOCIAL</i> (Social Council in universities)	
Chairman	The Chairman is appointed by the Autonomous Community on the basis of his qualifications in the area of higher education.	
Membership	The membership includes	
	the University Assembly <i>(Junta de Gobierno)</i> (2/5)	representatives of social interests outside the university community, including representatives of trade unions and business associations (3/5)
Role	This is the social participation body of the university. Its main function is approval of the budgets and supervision of the financial activities of the university and the provision of services.	

FRANCE

France has a large number of consultative bodies at national, regional and *Département* level. At national level, the two main bodies concerned with primary and secondary education are the *Conseil supérieur de l'éducation* (Education Council) and the *Conseil national des programmes* (National Curriculum Council). In higher education, there is the *Conseil national de l'enseignement supérieur et de la recherche* (National Council for Higher Education and Research).

	Pre-primary/ primary	Secondary	Vocational	Higher
National	Conseil national des programmes (National Curriculum Council)			Conseil national de l'enseignement supérieur et de la recherche (National Council for Higher Education and Research)
	Conseil supérieur de l'éducation (Education Council)		Professional advisory committees	
Regional	Conseil académique de l'Éducation nationale (Education Council of the Académie)			
		Commission régionale des bourses du second degré (Regional committee for post-graduate grants)		
		Conseil académique de la vie lycéenne (Council of the Académie on Lycée life)		
Departmental	Conseil départemental de l'éducation nationale (Education Council of the Département) Commission départementale des bourses (Grants committee of the Département) Conseil départemental d'orientation (Guidance council of the Département) Commission départementale de l'éducation spéciale (Special education committee of the Département)			
		Comité départemental de la formation professionnelle et de la promotion sociale (Vocational training and adult education committee of the Département)		
Local/School	Conseil d'école (School Council)	Conseil d'administration (Board of Management)		In Universities: Conseil d'administration (Board of Management) Conseil Scientifique (Scientific Council) Conseil des études et de la vie universitaire (Board of Studies and University Life)

Several national public institutions under the direct authority of the Minister are involved in activities related to education. These are the *Office national d'information sur les enseignements et les professions* (ONISEP) (National Office for Information on Education and the Professions), the *Institut national de recherche pédagogique* (INRP) (National Institute for Educational Research), the *Centre national de documentation pédagogique* (CNDP) (National Centre for Documentation on Education), the *Centre national d'enseignement à distance* (CNED) (National Centre for Distance Education), the *Centre national des œuvres universitaires et scolaires* (CNOUS) (National Centre for Student Welfare), the *Centre international d'études pédagogiques* (CIEP) (International Centre for the Study of Education).

Description of the membership and roles of the main councils

At national level

Council	<i>CONSEIL SUPÉRIEUR DE L'ÉDUCATION</i> (Education Council)		
Chairman Membership	The Minister for Education or representative 95 members representing		
	teachers and staff (48)	parents, pupils, family associations (19)	local authorities, cultural, educational and social associations (28)
Role	The CSE is consulted on all issues of national interest concerning teaching or education (objectives, operations and regulation of the education system).		

Council	<i>CONSEIL NATIONAL DE L'ENSEIGNEMENT SUPÉRIEUR ET DE LA RECHERCHE</i> (National Council for Higher Education and Research)		
Chairman Membership	The Minister responsible for Higher Education or representative 61 members		
	teachers (29)	pupils (11)	both sides of industry (21)
Role	The CNESER advises the Minister on the broad issues of higher education: proposals for reform, types of education and distribution of funds to institutions.		

Council	<i>CONSEIL NATIONAL DES PROGRAMMES</i> (National Curriculum Council)		
Chairman Membership	Chosen from the members of the council 22 members chosen by the Minister on the basis of their qualifications		
Role	This council advises the Minister and makes proposals regarding the general content of teaching, the major objectives to be targeted, and curricula for the various levels of education.		

Council	<i>COMITÉ INTERPROFESSIONNEL CONSULTATIF</i> (Inter-occupational Advisory Committee)		
Chairman Membership	Minister Presidents and Vice-Presidents of the 20 <i>VOCATIONAL ADVISORY COMMITTEES</i> which include representatives of		
	public authorities	employees, tradespeople and salaried workers	individuals chosen on the basis of their particular qualifications
Role	The CPCs are responsible for questions of vocational education. Each Committee represents a major economic sector. The CPCs formulate opinions and proposals in relation to training for existing occupations and jobs and future prospects, and to the curricula of these training programmes and the rules for the relevant examinations.		

At regional level

Bodies at regional level have the role of providing information to the *Recteur*. The councils are chaired by the Prefect of the region or by the President of the regional council.

Council	CONSEIL ACADÉMIQUE DE L'ÉDUCATION NATIONALE (Education Council of the <i>Académie</i>)		
Chairman	Prefect of the <i>région</i> or <i>recteur d'académie</i> President of the <i>Conseil général</i>		
Membership	51 members representing		
	local authorities (17)	teaching and non-teaching staff (17)	parents and pupils (17)
Role	The council can be consulted and express its wishes on all questions connected with the organisation and running of public sector education in the area of the <i>Académie</i> .		

Council	CONSEIL ACADEMIQUE DE LA VIE LYCEENNE (Council of the Académie on Lycée Life)		
Chairman	Recteur d'Académie		
Membership	Maximum 40 members of whom		
	50% lycée or EREA (établissement régional d'enseignement adapté) pupils, members of the pupils' councils (20 maximum)	representatives of the Ministry, regional councillors, appointed by the Recteur, and in some cases representatives of local authorities, parents of pupils and extra-curricular, cultural or economic organisations	
Role	The Council issues opinions on matters related to school life and schoolwork.		

At the level of the *Département*

Council	CONSEIL DÉPARTEMENTAL DE L'ÉDUCATION NATIONALE (Education Council of the <i>Département</i>)		
Chairman	Prefect of the <i>Département</i> or <i>Inspecteur d'Académie</i> President of the <i>Conseil général</i>		
Membership	30 members representing		
	local authorities (10)	teaching and non-teaching staff (10)	parents and pupils (10)
Role	The council can be consulted and express its wishes on all questions concerning the organisation and running of public sector education in the <i>Département</i> .		

Council	CONSEIL DÉPARTEMENTAL D'ORIENTATION (Guidance Council of the <i>Département</i>)			
Chairman	<i>Inspecteur d'Académie</i>			
Membership	Members including			
	representatives of various types of education	representatives of pupils' parents	a doctor specialising in school health	two national inspectors and a psychological guidance counsellor
Role	The Council assesses the guidance of pupils and their allocation to schools, and examines the implications of these allocations for the overall provision of schools in the <i>Département</i> .			

Other committees of the *Département* also address appeals against decisions to require a pupil to repeat a year or guidance decisions, requests for exemption from boarding fees and the educational problems of the children of immigrants.

At individual school and institution level

Council	<i>CONSEIL D'ÉCOLE</i> (School Council) in nursery and primary schools		
Chairman	The Headteacher		
Membership	The council includes		
	the mayor or his representative	all the teachers of the school	representatives of parents (1 per class)
Role	This council approves the school rules, organises the school week, advises on all questions affecting life in the school, and approves the school plan.		

Council	<i>CONSEIL D'ADMINISTRATION</i> (Board of Management) in collèges and lycées		
Chairman	The Head (<i>Principal collège; Proviseur lycée</i>)		
Membership	Representatives of		
	local authorities and the school administration (1/3)	the school staff (1/3)	parents and pupils (1/3)
Role	This council has wide-ranging powers in relation to the organisation of education and the running of schools. It approves the school plan which defines the specific manner in which the national aims and curricula are implemented.		

Council	<i>CONSEIL D'ADMINISTRATION</i> (Board of Management) in universities			
Chairman	The President of the university			
Membership	Representatives of			
	teaching staff and researchers	students	administrative and technical staff	individuals from outside the university
Role	This council decides the policy of the institution, approves its budget, its accounts and agreements and conventions for signature by the President.			

Council	<i>CONSEIL SCIENTIFIQUE</i> (Scientific Council) in universities			
Chairman	The President of the university			
Membership	Representatives of			
	teaching staff and researchers	students	administrative and technical staff	individuals from outside the university
Role	This Council submits proposals to the Board of Management in relation to the direction of research policy. It is consulted on curricula and proposals to introduce new, or modify existing, qualifications to be conferred by the institution.			

Council	<i>CONSEIL DES ÉTUDES ET DE LA VIE UNIVERSITAIRE</i> (Board of Studies and University Life) in universities			
Chairman	The President of the university			
Membership	Representatives of			
	teaching staff and researchers	students	administrative and technical staff	individuals from outside the university
Role	This Council submits proposals to the Board of Management in relation to courses and prepares measures in relation to student guidance and students' living and working conditions.			

IRELAND

Formal cooperation among the various actors at primary level is infrequent, while informal types of cooperation take place more frequently. Cooperation takes place through various bodies, including management organisations, trade unions, parents' organisations, the Department of Education and churches. In October 1993, for example, the National Education Convention, initiated by the Ministry of Education, brought together 42 organisations, essentially educational bodies, employers' and employees' representatives and the Department of Education to engage in a structured and sustained discussion on key issues of educational policy in Ireland.

The historical development of secondary education in Ireland has resulted in a large number of committees and representative groups. Although some streamlining has begun, representation and interactions among the partners remain complex.

The National Council for Curriculum and Assessment, established in November 1987, includes representatives of all levels to facilitate discussions on the curriculum and issues of evaluation for the entire education system. This is a representative advisory council representing the various partners whose authority is limited to the curriculum and assessment. The Council appoints a number of "course committees" for the two levels of instruction, primary and secondary.

	Primary	Secondary	Vocational	Higher
National	<i>National Council for Curriculum and Assessment (NCCA)</i>			<i>TEASTAS (the Irish National Certification Authority)</i>
School	<i>Board of Management</i>	<i>Board of Management</i>	<i>Board of Management</i>	<i>Governing bodies</i>

Description of the membership and roles of the main councils

At national level:

Council	<i>NATIONAL COUNCIL FOR CURRICULUM AND ASSESSMENT</i>			
Chairman	Chairman and two Vice-Chairmen appointed by the Minister			
Membership	22 representative members (one representative per association)			
	the Department of Education (2). National Parents Council (2)	trade unions and associations representing teachers in general (TUI, ICTU), primary teachers (INTO), secondary teachers (ASTI), and university teachers (IFUT)	the employers' confederation (IBEC), various secondary schools : vocational schools (IVEA), community and comprehensive schools (ACS)	the Boards of Management of Catholic or other religious schools (JBM), Catholic primary schools (CPSMA), Protestant schools
Role	The role of this Council is to advise the Minister on the curriculum of the primary and secondary level, as concerns the most appropriate methods and techniques of assessment, to coordinate research and development, and to monitor the results achieved by pupils in public examinations.			

Council	<i>COURSE COMMITTEES</i>				
Membership	Members representing				
	the administration	teacher unions	universities (at upper secondary level only)	parents (at primary level only)	industry
Role	These committees advise the NCCA on all issues related to the curriculum.				

Council	<i>TEASTAS</i> (the Irish National Certification Authority) at non-university higher level				
Chairman	Chairperson and the Chief Executive appointed by the Minister				
Membership	13 representative members representing				
	industry and business, nominated by the Minister for Enterprise and Employment (3)	the Irish Congress of Trade Unions; the Department of Agriculture (nominated by the Minister for Agriculture); arts and cultural sector (nominated by the Minister for Arts, Culture and the <i>Gaeltacht</i>) (3)	education and vocational training, nominated by the Minister for Education (5)	EU expert nominated by the Minister for Enterprise and Employment (1)	the Union of Students of Ireland (1)
Role	The role of this Council is to advise the Minister for Education on 1) the single integrated framework of certification that would be required for all education and training outside the universities; 2) the steps required to implement that framework; 3) the form of legislation required to establish <i>TEASTAS</i> on a statutory basis.				

At school level

Council	<i>BOARD OF MANAGEMENT</i> (primary education)	
Chairman	Appointed by the Patron (bishop, moderator, rabbi or committee)	
	6 to 8 persons, including the headteacher	
Membership	half of the members appointed by the Patron	half elected by the parents, and in schools with more than seven teachers, one member elected by the teaching staff
Role	The Board is responsible for the daily operations of the school according to the regulations established by the Department of Education.	

Council	<i>BOARD OF MANAGEMENT</i> (secondary schools)	
Chairman	Elected by the members of the board	
	Members include	
Membership	representatives of administrators	designated parents and teachers
		headteacher
Role	The Board is responsible for the administration of the school.	

Council	<i>BOARD OF MANAGEMENT</i> (Comprehensive Schools)		
Chairman Membership	Elected by the members of the board		
	Members include		
	an inspector from the Ministry of Education	the local Vocational Education Committee	diocesan authority
Role	The Board is responsible for administration of the school.		

Council	<i>BOARD OF MANAGEMENT</i> (Community Schools)			
Chairman Membership	Elected by the members of the board			
	10 members including			
	representatives of the Vocational Education Committee (3)	representatives of religious orders (3)	elected representatives of parents (3)	the headteacher (1)
Role	The Board is responsible for administration of the school.			

Council	<i>GOVERNING BODY</i> (Higher Education Institutions)			
Chairman Membership	Elected by the members of the board			
	The composition varies as between different institutions. From 10 to 30 members representing			
	academic staff	business/industry sector	church	students (usually the President of the Students' Union)
Role	The governing body is responsible for administration of the Higher Education institution concerned.			

ITALY

The representative consultative bodies are distinguished according to their territorial jurisdiction. At national level, the *Consiglio Nazionale della Pubblica Istruzione* (National Education Council), created in 1974, has replaced the *Consiglio superiore della Pubblica Istruzione* (General Council for Education), the *Consiglio superiore delle antichità e belle arti* (General Council for Antiquities and the Fine Arts) and the *Consiglio di disciplina* (Disciplinary Council). This Council has jurisdiction over all levels of education, including the Academy of Arts, but excluding university education.

	Pre-primary/ primary	Secondary	Vocational	Higher
National	Consiglio Nazionale della Pubblica Istruzione (National Council for Education)			Consiglio Universitario Nazionale (National Council for the Universities)
Provincial	Consiglio scolastico provinciale (Provincial School Council)			
District	Consiglio scolastico distrettuale (District School Council)			
School	Consiglio di circolo	Consiglio di istituto		Consiglio di Amministrazione (Board of Management)

There are three publicly established bodies which operate under the direct supervision of the Minister for Education. These are the *Istituti Regionali di Ricerca, Sperimentazione ed Aggiornamento Educativi* (IRRSAE) (Regional Institutes for Educational Research, Experiment and Modernisation), *Centro Europeo dell'Educazione* (CEDE) (European Centre for Education) and the *Biblioteca di Documentazione Pedagogica* (BDP) (Library for Educational Documentation). At the higher education level, the consultative councils of the Minister for the Universities and Scientific and Technological Research are the *Consiglio Nazionale della Scienza e della Tecnologia* (CNST) (National Council for Science and Technology) and the *Consulta Nazionale per il Diritto agli Studi Universitari* (National Council in relation to the Right to University Education).

Description of the membership and roles of the main councils

At national level

Council	<i>CONSIGLIO NAZIONALE DELLA PUBBLICA ISTRUZIONE</i> (National Council for Education)		
Chairman	Minister for Education		
Membership	74 members representing		
	teaching staff, all levels except university (47), teaching staff of legally recognised or equivalent private schools (3), representatives of the <i>Consiglio Universitario Nazionale</i> (2)	technical inspection service (3), the <i>Presidi</i> (3), directors of teaching (2), principals of private schools (1), administrative, technical and auxiliary staff (3)	the business and working world (5), staff of the central and peripheral school administration (2), teaching staff, principals and inspectors of German- and Slovenian-language schools and schools of the Valle d'Aosta (3)
	(52)	(12)	(10)
Role	The <i>Consiglio Nazionale della Pubblica Istruzione</i> is responsible for preparing an annual analysis of the general progress of school activity and proposals for the advancement of research and innovation. The <i>Consiglio</i> gives, sometimes on its own initiative, opinions on proposed or draft legislation and takes positions on various problems within the education system, the content of open competitive examinations, the evaluation of qualifications, allocation of teaching posts and on any question submitted by the Minister for Education.		

Council	<i>CONSIGLIO UNIVERSITARIO NAZIONALE</i> (National Council for the Universities)		
Chairman	Minister for the Universities and Scientific and Technological Research		
Membership	54 members representing		
	the various categories of university staff: teaching staff (30), Rectors (8), technical and administrative staff (5) (43)	student representatives (8)	the economic sector, scientific research and the <i>Consiglio Nazionale delle Ricerche</i> (3)
Role	This council's function is to be consulted by the Minister in relation to the coordination of the universities, the appointment and the legal status of university professorial and research staff, the allocation of research funding, the university system and the triennial programme for the universities.		

At provincial level

Council	CONSIGLIO SCOLASTICO PROVINCIALE (Provincial School Council)	
Chairman Membership	Elected from among the members of the Council Elected members: 12, 16 or 20 according to the number of pupils, schools, headteachers, teaching, administrative, technical and auxiliary staffs in the province	
	Teaching staff in state and non-state schools (6, 8 or 10 equal to 50% of the places) Provveditore agli studi (inspector) (1)	Representatives (for the remaining 50% of the places) -headteachers in state schools (20%) -administrative, technical and auxiliary staffs in state schools (10%) -peripheral administrative offices (5%) -headteachers in non-state schools (5%) -parents (25%) -economic and employment sector (35%)
Role	The role of the <i>Consiglio scolastico provinciale</i> is to express an opinion on the plans (annual or for several years) for the territorial distribution of schools and educational institutions and to indicate general criteria for the coordination of the school guidance, medical and pedagogical assistance services at provincial level; to develop, for the attention of the Minister for Public Education, proposals for the coordination of initiatives and to take positions on questions of transfers of staff, the distribution of funds and disciplinary measures.	

At district level

Council	<i>CONSIGLIO SCOLASTICO DISTRETTUALE</i> (District School Council)				
Chairman	Elected from among the members of the council				
Membership	44 elected members representing				
	headteachers and teaching staff of state (8) and private schools, legally recognised or equivalent (2) (10)	technical, administrative and auxiliary staff of state schools (2)	parents of pupils (7), pupils in upper secondary education (7) (14)	trade union organisations (5), social groups representing general interests (3) (8)	provincial (3) and municipal (7) administrations (10)
Role	The <i>Consiglio scolastico distrettuale</i> programmes extra-curricular activities, educational and vocational guidance, the school health service, social, psychological and educational assistance and adult education.				

At school/institution level

Council	<i>CONSIGLIO DI CIRCOLO DI ISTITUTO</i>		
Chairman	The Chairman is elected by the parents' representatives.		
Membership	Elected members representing		
	teaching and non-teaching staff	parents	pupils (in upper secondary education)
	Schools with less than 500 pupils		
	(8)	(6, or 3 in upper secondary schools)	(3)
	Schools with more than 500 pupils		
	(11)	(8, or 4 in upper secondary schools)	(4)
Role	The council is responsible for budget questions and the organisation and planning of non-education activities in schools. It takes decisions on the purchase of equipment and materials, the allocation of accommodation and extra-curricular activities.		

Council	<i>CONSIGLIO DI AMMINISTRAZIONE</i> (Board of Management)		
Chairman	Rector of the University		
Membership	The Board includes		
	the Rector, Vice-Rector, director of administration (3), non-teaching staff (2), representatives of the economic and employment sectors (CNEL) (2)	representatives of the financial and provincial administrations (2), students (2 to 6), and a representative of the <i>Consiglio Nazionale delle Ricerche</i> (1)	Representatives of the professors and research staff (9), of the regional, provincial and municipal authorities (3), a representative of the Chamber of Commerce, Industry and Trade (1)
Role	The <i>Consiglio di Amministrazione</i> is responsible for running the university and it has a consultative role in relation to the university statutes.		

LUXEMBOURG

The *Conseil Supérieur de l'Éducation Nationale* (National Education Council) is a general consultative council which was established by Ministerial regulation in 1981. Other bodies provide for interaction between schools, families and the business world within vocational and technical education. The *Commissions des programmes* (Curriculum Committees) are bodies whose members are appointed by the Minister.

	Pre-primary/ primary	Secondary	Vocational	Higher
National	<i>Conseil Supérieur de l'Éducation Nationale</i> (National Education Council)			
	<i>Commissions des programmes</i> (Curriculum Committees)			
		<i>Commission de coordination de l'enseignement secondaire technique</i> (Coordinating Committee for Secondary Technical Education)	<i>Commission de coordination de la formation professionnelle continue</i> (Coordinating Committee for Continuing Vocational Training)	
Local/School	<i>Commission scolaire</i> (Schools committee)	<i>Conseils d'éducation</i> (Education Councils)		

Description of the membership and roles of the main councils

At national level

Council	<i>CONSEIL SUPÉRIEUR DE L'ÉDUCATION NATIONALE</i> (National Education Council)					
Chairman Membership	Chairman appointed by the Minister for Education 42 members appointed by the Minister, representing					
	Clergy	Ministers (Education and Vocational Training, Physical Education and Sports, Health, the Family, Home Affairs)	the two Colleges of Principals*	inspectorate and teachers	parents, cultural and sporting associations	the business world
Role	The Council studies at the request of the Minister for Education general problems related to education and teaching and any other questions raised by the Minister for Education and Vocational Training and presents information and suggestions for solving problems for reforms or innovations which it considers appropriate, on its own initiative, in the area of school and extra-curricular education.					

* The College of Principals of Secondary Education and the College of Principals of Secondary Technical Education.

Council	<i>COMMISSIONS DES PROGRAMMES</i> (Curriculum Committees)		
Chairman Membership	The Chairman is a teacher of the subject for which the committee is responsible Members appointed by the Minister, representing		
	specialist teachers from each establishment	the Minister	the chambers of trade for vocational education
Role	The courses, syllabi, methodology and didactics devised by these committees become Grand Ducal regulations and, in certain cases, Ministerial regulations.		

The following trade and other associations are represented:

1. The Chamber of Commerce: employers in trade and industry
2. The Chamber of Crafts and Trades: employers from the crafts sector
3. The Chamber of Employees: workers with employee status
4. The Chamber of Labour: workers with labourer status
5. The Chamber of Agriculture: employers in agriculture, wine-growing and horticulture
6. The Chamber of Civil Servants and Public Employees: responsible for all provisions relating to teaching staff

Council	COMMISSION DE COORDINATION DE L'ENSEIGNEMENT SECONDAIRE TECHNIQUE (Coordinating Committee for Secondary Technical Education)		
Chairman	The head of the vocational training department of the Ministry of Education		
Membership	In addition to the Ministry's representatives, principals and inspectors, teachers, members of the Psychology and School Guidance Centre, members of the governing bodies of certain health professions and experts in education and in social and economic affairs		
	representatives of professional associations	representatives of parents of pupils	
Role	The Committee advises the Minister on all aspects of this type of education and ensures that there is cooperation between schools and businesses		

Council	COMMISSION DE COORDINATION DE LA FORMATION PROFESSIONNELLE CONTINUE (Coordinating Committee for Continuing Vocational Training)		
Chairman	The head of the vocational training department of the Ministry of Education		
Membership	In addition to the representatives of the Minister, representatives of		
	the other Ministries (Labour, Small and Medium-sized Businesses, Agriculture and Wine-growing, Health, Interior) insofar as they are concerned	the trade and other associations concerned	principals of technical lycées
Role	The Committee advises the Minister on all aspects of this level of education and ensures that there is cooperation between schools and business.		

At local level

Council	COMMISSION SCOLAIRE (School Committee for Pre-primary and Primary Education)		
Chairman	The mayor or someone acting for him		
Membership	5 to 7 members, including the mayor a member of the clergy 3 to 5 lay members from the commune, usually parents of pupils		
Role	The School Committee is a consultative body whose remit is to make sure that class times are properly observed, to ensure regular school attendance and keep down truancy.		

At school level

Council	CONSEIL D'ÉDUCATION (Education Council) in secondary schools			
Chairman	The headteacher or his deputy			
Membership	Equal representation of teachers on the one hand and parents and pupils on the other Members include the administration elected representatives of teachers parents pupils (4) (2) (2)			
Role	The Council is a consultative body constituting a forum for dialogue on all issues concerning the school. The Council is responsible for any extra-curricular activities and, within the context of school plans, for the promotion of pedagogical initiatives and educational actions.			

THE NETHERLANDS

At national level, several administrative bodies are empowered to give their opinion on the education policies of the Minister for Education, Culture and Science.

There are several national consultative bodies for the different levels of education. They consist of the Minister (or State Secretary) for Education, Culture and Science, representatives of the bodies which have administrative responsibilities in an education sector and/or which are affected by education policy (interest groups) and representatives of various social groups, such as employers' organisations, trade unions and national minority organisations.

These bodies are a forum for discussion. Having consulted the relevant bodies, the minister then decides whether there is a sufficient basis on which to translate policy intentions into concrete proposals.

The national consultative bodies for education are: the *Onderwijsoverleg Primair en Voortgezet Onderwijs* *POVO* (Primary and Secondary Education Consultative Committee), the *Educatie Beroepsonderwijs Kamer* *EB-Kamer* (Adult and Vocational Education Consultative Committee), the *Hoger Onderwijs Kamer* *HOKamer* (Higher Education Consultative Committee), and the *Studentenkamer* (Student Consultative Committee).

At the level of the individual educational institution, each is legally required to set up a participation council (*Medezeggenschapsraad*) and – at university level – a university council (*Universiteitsraad*). New legislation on participation in the higher education sector is being drafted.

Consultative councils

	Primary	Secondary	Adult/Vocational education	Higher
National	<i>Onderwijsoverleg Primair en Voortgezet Onderwijs</i> <i>POVO</i> (Primary and Secondary Education Consultative Committee)		<i>Educatie Beroepsonderwijs Kamer</i> <i>EB-Kamer</i> (Adult and Vocational Education Consultative Committee)	<i>Hoger Onderwijs Kamer</i> <i>HOKamer</i> (Higher Education Consultative Committee)
School	<i>Medezeggenschapsraad</i> (Participation Council)			<i>Universiteitsraad</i> (University Council)

Through their boards, the national bodies which provide the support structure for education have contacts with organisations that play a role in the national consultative bodies and policy circles. The national bodies have specific missions and play a role in advising on, and the implementation of, national educational innovation policies. The boards of the national organisations for research and development consist of representatives proposed for election by the national consultative committee (*POVO*), representatives of professional organisations and Ministry observers.

The boards of the national consultative councils consist of representatives of the various denominational or ideologically-based national associations of school boards, teachers, parents, and professional organisations.

At national level, there are also permanent bodies. Their members are independent experts nominated by the Ministry. For the Minister for Education, Culture and Science, there are three permanent advisory bodies. The one for education is the *Onderwijsraad* *OR* (Education Council). The two others are the *Adviesraad voor het Wetenschaps- en Technologiebeleid* *AWT* (Advisory Council on Sciences and Technology) and the *Raad voor Cultuur* (Advisory Council on Culture).

The Minister has also recourse to temporary councils of experts (e.g. for the implementation of large scale innovations), or to ad hoc advisory committees.

The *Raad van State* (Council of State) is the highest governmental advisory body in the Netherlands and its views must be sought on every proposed piece of legislation.

National support structures

	Primary	Secondary	Teacher training
National	<i>Instituut voor Onderzoek van het Onderwijs - SIO</i> (Foundation for Research in Education) <i>Instituut voor Toetsontwikkeling - CTO</i> (National Institute for Educational Measurement) <i>Instituut voor Leerplanontwikkeling - SLO</i> (National Institute for Curriculum Development)		
		<i>Algemeen Pedagogisch Studiecentrum - APS</i> (Non-denominational Educational Advisory Centre) <i>Christelijk Pedagogisch Studiecentrum - CPS</i> (Protestant Educational Advisory Centre) <i>Katholiek Pedagogisch Studiecentrum - KPC</i> (Catholic Educational Advisory Centre)	

Description of the membership and roles of the main councils

At national level

Council	<i>ONDERWIJSOVERLEG PRIMAIR EN VOORTGEZET ONDERWIJS - POVO</i> (Primary and Secondary Education Consultative Committee)		
Chairman	Minister or State Secretary for Education, Culture and Science		
Membership	Representatives (min. 17 - max. 23) from among		
	teacher organisations (4 max.), school board organisations (5 max.), school heads' organisations (2-4)	parents organisations (4 max.), pupils' organisations (1-2)	other organisations (employers, minority organisations, trade unions) (1-4)
Role	The Committee has several subcommittees, depending on the agenda. This facilitates consultation between the Ministry of Education, Culture and Science, and the bodies/organisations which have administrative responsibility or which are the object of education policy. The committee makes proposals in relation to primary and secondary education policy.		

Council	<i>HOGER ONDERWIJS KAMER (HO-KAMER)</i> (Higher Education Consultative Committee)			
Chairman	Minister or State Secretary for Education, Culture and Science			
Membership	Representatives of the administrative bodies of			
	universities and higher vocational education institutes, Open University	Royal Academy of Arts and Sciences, Royal Library	Association of University Teaching Hospitals	Netherlands Organisation for Scientific Research
Role	Consultations between the Ministry of Education, Culture and Science and the bodies which have administrative responsibility in the higher education sector. The committee makes proposals in relation to higher education policy.			

Council	<i>STUDENTENKAMER</i> (Student Consultative Committee)		
Chairman	Minister for Education, Culture and Science		
Membership	A maximum of 5 members representing the two national student organisations		
Role	The <i>Studentenkamer</i> advises the Minister for Education, Culture and Science on policy matters affecting students.		

Council	<i>EDUCATIE BEROEPSONDERWIJS KAMER (EB-KAMER)</i> (Adult and Vocational Education Consultative Committee)				
Chairman	Minister for Education, Culture and Science				
Membership	16 members representing				
	the partnership of BVE institutions (10)	the National Vocational Education Bodies (2)	the Union of Netherlands Municipalities (1)	Minister for Education, Culture and Science (chairman) ¹ and the Minister for Agriculture, Nature Management and Fisheries ² (2)	the private recognised adult education institutions, and one observer of the Education Inspectorate (1)
Role	Consultations between the Minister for Education, Culture and Science and the organisations/bodies which have administrative responsibility within the adult and vocational education sector.				

Notes: ¹ Preparation of the sessions can take place in broader consultative meetings, in which representatives of ad hoc organisations and, by invitation, other persons such as experts take part.

² The Minister for Agriculture, Nature Management and Fisheries consults the agricultural education sector in a separate council, the *Agrarisch Beroepsonderwijs Kamer (AB-Kamer)* or Agricultural Education Advisory Committee.

At school/institution level

Council	<i>MEDEZEGGENSCHAAPSRaad</i> (Participation Council)	
Chairman	One of the members	
Membership	Number depends on the size of the school. (<250 pupils: max. 6; 250-750 max. 10; 750-1250 pupils: max. 14; > 1250 pupils: max. 18) Members of the institution's competent authority (<i>bevoegd gezag</i>) are excluded from membership of the council.	
	Half of the members come from the teaching staff.	The other half consists of parents (except in secondary vocational education and higher professional education) and/or pupils/students (from the age of 13).
Role	The participation council has a number of general powers and the right to advise or to support decisions. It is empowered to make suggestions to the competent authority of the educational institution. At least twice a year, the competent authority must offer the Participation Council the opportunity to discuss with it the general affairs of the institution.	

Council	<i>UNIVERSITEITSRAAD</i> (University Council)			
Chairman	Selected by the Council (and not necessarily a member of it)			
Membership	max. 25 including			
	academic staff	students	non-academic staff	non-university members appointed by virtue of their position in the community
Role	The council's powers are set out exhaustively in the Act. They include laying down regulations for the governance of the institution and for elections, and determining various guidelines for the faculties and establishing the university budget.			

AUSTRIA

The involvement of representatives of society at large in the processes of consultation and decision-making is organised at federal or *Land* level or within establishments. Federal, regional and local authorities, management and labour, parents associations, churches and other public institutions are authorised to comment on any changes in school legislation.

At federal level, the Minister for Education and Cultural Affairs may consult with any of several consultative councils. The most important is the *Schulreformkommission* (School Reform Commission) which was established by the Minister for Education in accordance with a resolution of the *Nationalrat* (Lower House of Parliament) in 1969. Its members include delegates of the political parties represented in the *Nationalrat* (members of the Education Committee), the *Landesschulräte* (Boards of Education - Federal services administered at *Land* level), representatives of the teachers, parents and students as well as university professors, management and labour, churches and adult education experts. The main purpose of the School Reform Committee is to advise the Minister for Education and Cultural Affairs on matters of education, i.e. the development of the Austrian school system following changes in the law and organisation.

The *Bundesschulerververtretung* (federal representation of Austrian pupils), which is composed of elected representatives of pupils, meets four times a year under the chairmanship of the Federal Minister for Education and Cultural Affairs. The parents' consultative council (*Elternbeirat*) meets five times a year under the chairmanship of the Federal Minister for Education and Cultural Affairs. Private organisations representing the interests of parents and families are invited to contribute their points of view in consultations between school authorities and the Federal Ministry on basic issues concerning education and of interest to parents.

At *Land* level, the *Kollegien* of the *Landesschulräte* are the most important decision-making bodies. These councils are composed of representatives of parents and teachers, who have voting rights, and of members of unions, trade associations and the churches, who participate on a consultative basis. They are authorised to comment on proposals for legislation, ordinances and curricula and to provide a framework (three sets of proposals) for the appointment of teachers and headmasters in schools maintained by the federation.

	Compulsory school	Upper secondary schools	Part-time vocational	Higher
Federal	Schulreformkommission (School Reform Commission)			Various Ministries, Appeal Court, employers' and employees' organisations, federal authorities, federal conferences (professors, scientific and artistic staff), universities
	Bundesschülervertretung (Federal representation of pupils)			
	Elternbeirat beim Bundesministerium für Unterricht und kulturelle Angelegenheiten (Parents consultative council)			
			Bundesberufsausbildungsbeirat (Federal Consultative Council for Vocational Training)	
Land	Kollegien der Bezirksschulräte (Assemblies of the local education boards)	Kollegien der Landesschulräte (Assemblies of the Land education boards)		
	Elternbeiräte bei den Landesschulräten (Parents consultative councils)			
		Landesschülervertretung (Representation of pupils at Land level)		
			Landesberufsausbildungsbeirat (Consultative body on vocational training at Land level)	
Local	Schulforum (School Forum)	Schulgemeinschaftsausschuß (Committee of the School Community)		
		Kuratorien*	Schulausschüsse	

* In the *berufsbildenden mittleren und höheren Schulen*.

When legislation on university education is proposed, the opinions of employees' and employers' organisations, of all federal and provincial authorities and of all groups with a statutory interest in university education are taken into consideration. Among these groups and organisations, mention should be made of the Austrian Students' Assembly, the Federal Conference of Scientific and Artistic Staff, the Professors Conference and the Rectors Conference as well as the different ministries affected by the new legislation. The same applies in relation to the preparation of proposals for ordinances.

Within the university, the decision-making process in most matters involves the participation of all groups of university staff: professors, junior teaching staff and non-academic staff cooperate in the majority of collegiate organs and take decisions on a joint basis.

Description of the membership and roles of the main councils

At federal level

Council	<i>SCHULREFORMKOMMISSION</i> (School Reform Commission)					
Chairman	Federal Minister for Education and Cultural Affairs					
Membership	58 members, including					
	members of the Education Committee of the <i>Nationalrat</i> (11)	presidents of <i>Landesschulräte</i> (9)	representatives of teachers (12), of parents and family organisations (6)	representation of pupils (6)	University professors (5)	representatives of management and labour, churches, adult education experts (8)
Role	Advising the Minister on educational matters					

Council	<i>BUNDESSCHÜLERVERTRETUNG</i> (Federal representation of pupils)
Chairman	Federal Minister for Education and Cultural Affairs
Membership	30 pupils elected by their peers in upper secondary schools
Role	This assembly is the forum for the legal representation of pupils. It advises the Minister at joint meetings on issues related to education and teaching and submits opinions on bills and draft decrees. It also makes suggestions on the issuing of laws and decrees.

Council	<i>ELTERNBEIRAT BEIM BUNDESMINISTERIUM FÜR UNTERRICHT UND KULTURELLE ANGELEGENHEITEN</i> (Parents consultative council)
Chairman	Representative of the Federal Minister for Education and Cultural Affairs
Membership	18 delegates of private parents and family organisations
Role	Consultative council for the Federal Minister for Education and Cultural Affairs concerning important issues of education and teaching

Council	<i>BUNDESBERUFS-AUSBILDUNGSBEIRAT</i> (Federal Consultative Council for Vocational Training)
Chairman	2 alternating chairmen (employers/employees)
Membership	14 members
	delegates with voting rights: delegates nominated by the Chamber of Commerce (6) and delegates nominated by the Chamber of Labour (6) (12)
	delegates on a consultative basis: delegates of teachers in part-time vocational schools (2)
Role	All matters concerning the law regulating the apprenticeship system (in particular, the in-company training part of apprenticeship)

At Land level

Council	<i>KOLLEGIEN DER LANDESSCHULRÄTE</i> (Assemblies of the Land education boards)	
Chairman	Chairman of the <i>Landesschulrat</i>	
Membership	Members	
	with voting rights: chairman, parents, teachers (nominated by the <i>Länder</i> , their number depending on the legislation of the individual <i>Land</i>)	on a consultative basis: churches, pupils' representatives, school inspectors and senior officials of the <i>Landesschulrat</i> (nominated by the <i>Länder</i> , their number depending on the legislation of the individual <i>Land</i>)
Role	They are authorised to comment on proposals for legislation, ordinances, and curricula and to provide a framework for the appointment of teachers and headmasters in schools maintained by the federation.	

At school level

Council	<i>SCHULFORUM UND SCHULGEMEINSCHAFTAUSSCHUSS</i> (School Forum/Committee of the School Community)		
Chairman	Principal		
Membership	Members representing		
	teachers <i>Schulforum</i> : 1 per class <i>Schulgemeinschaftsausschuß</i> : 3	parents <i>Schulforum</i> : 1 per class - <i>Schulgemeinschaftsausschuß</i> : 3	pupils <i>Schulforum</i> : 0 <i>Schulgemeinschaftsausschuß</i> : 3
Role	This body has the right to be consulted on teaching issues, the choice of teaching aids and the use of school funds; it has specific decision-making powers in the areas of planning of school events, the approval of school regulations and school autonomy. Decisions are taken by absolute majority.		

Council	<i>KURATORIEN*</i>		
Chairman	Appointed from the members of the <i>Kuratorium</i>		
Membership	In addition to the Principal, representatives of		
	teachers (1), pupils (1), parents (1)	the school maintaining body (1)	the Chamber of Commerce (1), the Chamber of Labour (1), and other interested bodies (up to 40)
Role	Cooperation between school and the business world on various issues		

* In the *berufsbildenden mittleren und höheren Schulen*.

Council	<i>SCHULAUSSCHÜSSE</i> (School Committees)		
Chairman	Principal		
Membership	Delegates of		
Role	teachers (3)	employers (firms) (3)	employee organisations which may be invited
	Discussion of topics concerning the different trades and occupations in which training is given, with the aim of optimising training		

PORTUGAL

Several national consultative councils, regulated by Decree, have coexisted for the past decade. The *Conselho Nacional de Educação* (National Education Council), a higher consultative body of the Ministry, is independent and administratively and financially autonomous, by virtue of a 1987 law. The *Conselho coordenador do Ensino Particular e Cooperativo* (Coordinating Council for Private and Cooperative Education) is another Ministry advisory body, regulated by a Decree of 1988. These Councils are representative. The *Conselho para a Cooperação Ensino Superior-Empresa* (Council for Cooperation between Higher Education and Business) was created in 1989 to promote cooperation between economic agencies and academic centres such as universities and official research and development bodies, for the purpose of improving the technological base and the technical development of human resources.

	<i>Ensino Básico</i>	Secondary	Vocational	Higher
National	<i>Conselho Nacional de Educação</i> (National Education Council) <i>Conselho coordenador do Ensino Particular e Cooperativo</i> (Coordinating Council for Private and Cooperative Education)			
				<i>Conselho para a Cooperação Ensino Superior-Empresa</i> (Council for Cooperation between Higher Education and Business) <i>Conselho Nacional para a Acção Social no Ensino Superior</i> (National Council for Social Welfare in Higher Education)
Local/School	<i>Conselho da escola ou da área escolar</i> <i>Conselho pedagógico</i> (Pedagogical Council)	Optional councils	<i>Assembleia da universidade</i> (University Assembly) <i>Senado universitário</i> (University Senate) <i>Conselho geral</i> (General Council in the higher polytechnic institutions)	

Description of the membership and roles of the main councils

At national level

Council	CONSELHO NACIONAL DE EDUCAÇÃO (National Education Council)			
Chairman	The Chairman is elected by the Assembly of the Republic by an absolute majority of deputies			
Membership	55 members representing			
	the government, the National Council on Youth, political groups, the legislative assembly of the Autonomous Regions	establishments of higher and non-higher education, associations of establishments of private and cooperative education and organisations of parents, students and part-time students	trade union, employers', religious and scientific, pedagogical and cultural organisations	7 persons of recognised pedagogical and scientific calibre chosen by the Council
Role	The CNE is empowered, on its own initiative or in response to requests, to issue opinions, positions and recommendations on all education issues, particularly those relevant to the application and development of the provisions of the 1986 law.			

Council	<i>CONSELHO COORDENADOR DO ENSINO PARTICULAR E COOPERATIVO</i> (Coordination Council for Private and Cooperative Education)			
Chairman	One representative of the Ministry of Education, with recognised expertise in the area of education			
Membership	Members including			
	an Inspector-General of education and the directors of the departments of higher, secondary and "basic" education	regional directors of education	representatives of associations of parents, teachers and pupils in private and cooperative education	representatives of associations of establishments of private and cooperative education
Role	This Council may propose to the Ministry measures to ensure participation by the private and cooperative education sector in the education system.			

Council	<i>CONSELHO PARA A COOPERAÇÃO ENSINO SUPERIOR-EMPRESA</i> (Council for Cooperation between Higher Education and Business)	
Chairman	The Chairman, appointed by the Prime Minister, comes from within the Ministry of Education	
Membership	The Council is composed of	
	an executive committee composed of 5 to 7 members appointed by various Ministries (Town and Country Planning and Development, Education, Industry and Energy) including obligatorily two national delegates to the LEONARDO Committee	a consultative council including representatives appointed by various Ministries, by the Council of Rectors of Portuguese Universities and by the Coordinating Council of Polytechnic Institutes
Role	This Council may propose to the government a basic definition of what a national policy for cooperation between establishments of higher education and business and financial bodies and institutions should be; it may promote actions considered relevant to implement this policy and perform the functions of the LEONARDO information centre.	

Council	<i>CONSELHO NACIONAL PARA A ACÇÃO SOCIAL NO ENSINO SUPERIOR</i> (National Council for Student Welfare in Higher Education)		
Chairman	A representative of the Minister for Education		
Membership	Members representing		
	the Ministries of Finance and Health, the members of the government responsible for youth affairs and the direction of the higher education division	the councils which coordinate the universities, the higher polytechnic institutions and private education	the associations of students, the university institutions, the higher polytechnic and private higher institutions
Role	The council follows the development of general social welfare policy and the provision of social welfare in higher education institutions. It proposes general criteria for the distribution of the subsidies provided for social welfare and selection criteria for the award of maintenance grants to students.		

At school level

Council	<i>CONSELHO DA ESCOLA OU DA ÁREA ESCOLAR</i>				
Chairman	The chairman is elected from the teachers' representatives in the council				
Membership	Apart from the Executive Director and the Chairman of the Pedagogical Council, representatives of				
	teachers (7 to 9) and non-teaching staff (1)	parents (2 to 3)	the municipal council (1)	business and cultural interests (1/1)	pupils in secondary education (3)
Role	The Council is responsible for appointing the Executive Director and for supervisory activities, including approval of the many documents submitted by the Pedagogical Council.				

Council	<i>CONSELHO PEDAGÓGICO</i>				
Chairman	Elected by the teacher members on the Council				
Membership	The Council includes				
	representatives of teaching staff	representatives of parents (2)	the Executive Director and coordinators of the nursery department and the lower stage of <i>Ensino Básico</i>	the psychological and guidance services	representatives of pupils in <i>Ensino Básico</i> (2nd and 3rd stages) and in secondary education (3)
Role	The Council is responsible for drafting many documents on the pedagogical aspects of school activities: the staff training plan, school curriculum, internal regulations and activity plan, guidance, support and evaluation of pupils.				

Council	<i>ASSEMBLEIA DA UNIVERSIDADE</i> (University Assembly)			
Chairman	The Rector of the university			
Membership	This body includes			
	the Vice-Rectors, chairmen of the management bodies of individual units, chairmen of student associations, senior members of the administrative staff and the vice-chairmen of social services	representatives of professors, other teaching staff and researchers	representatives of the students	representatives of the officials
Role	The council approves the Statutes of the university and amendments to them, and it elects the Rector.			

Council	<i>SENADO UNIVERSITÁRIO</i> (University Senate)				
Chairman	The Rector of the university				
Membership	The Senate includes				
	the Vice-Rectors, the <i>proreitores</i> (assistants to the Rector), chairmen of management bodies of individual units, chairmen of students associations, a senior administrative official and the vice-chairmen of social services	representatives of professors, other teaching staff and researchers	representatives of the students	representatives of the officials	representatives of cultural, social and business interests (< 15% of the total)*
Role	This body approves the university's general guidelines, the annual report on its activity, its budget estimates and the introduction or withdrawal of courses or establishments within the university. It has disciplinary powers and sets, within the terms of the law, the registration fees for students taking the various courses at the university.				

* These representatives may be members of the *Senado universitario* but do not have to be.

The membership of these two bodies is defined in the statutes of each university. There must be parity of representation of elected teaching staff and students and balanced representation of the constituent units (higher institutions, faculties etc.). Each constituent unit has its own representative assembly and board of management comprising representatives of teaching staff, students and non-teaching staff.

Council	<i>CONSELHO GERAL</i> (General Council, in higher polytechnic institutions)			
Chairman	The Chairman of the institution			
Membership	The Council includes			
	the Vice-Chairmen and the administrator of the institution, the chairmen of the boards of management or the boards of the schools which make up the institution	representatives of the teachers of each school and one representative of the non-teaching staff	representatives of the student associations of the institution and of the students of each of the schools	representatives of the communities, activities and occupational sectors related to the institution's field of teaching
Role	The Council sets the standards for the operation of the institution, approves the plans of activities and makes proposals for creating or closing constituent units of the institution.			

The higher polytechnic institutions comprise two or more schools in a given region. These schools are run either by a director or by a board of management. The latter includes representatives of students and staff.

FINLAND

In general, Finnish administrative culture (including that of education) has promoted representation, either by bringing representatives of all of the interested parties together in councils, committees or preparatory working groups, or by consulting the various parties (the Ministry concerned, the central administration, municipal organisations, organisations of employees, professional unions and unions of teachers or students) during preparatory work. The final report is often distributed to interested parties for their comments.

In addition to this type of influence, the interested groups often have direct representation in decision-making administrative bodies. Examples of this are the administrations of the universities, where teachers, staff members and students are represented, and the Board of Trustees in the National Board of Education, which is responsible for the managing of all activities, and where employers and employees, teachers, municipalities, the two linguistic groups (Finnish and Swedish) and the personnel of the National Board are represented.

At national level, there are three major advisory bodies to assist the Ministry of Education: *Korkeakouluneuvosto* (Council for Higher Education), *Aikuiskoulutusneuvosto* (Advisory Council for Adult Education) and *Koulutussuunnittelun neuvottelukunta* (Advisory Council for Educational Planning). The National Board of Education (itself a central administrative and expert body directly subordinate to the ministry) is assisted by a number of Training Committees (*Koulutustoimikunnat*), 26 at the moment, each of which is concentrating on one of the sectors of vocational education and training.

	<i>Peruskoulu Grunskola</i>	Vocational	Higher
National		<i>Aikuiskoulutusneuvosto</i> (Advisory Council for Adult Education) <i>Koulutussuunnittelun neuvottelukunta</i> (Advisory Council for Educational Planning)	
		<i>Koulutustoimikunnat</i> (Training committees)	<i>Korkeakouluneuvosto</i> (Council for Higher Education)
School	<i>Johtokunnat</i> (Cooperation Boards)	<i>Neuvottelukunnat</i> (Consultative Committees)	

Description of the membership and roles of the main councils

At national level

Council	<i>AIKUISKOULUTUSNEUVOSTO</i> (Advisory Council for Adult Education)		
Membership	13 members, three years' mandate, appointed by the Council of State, representing		
	different sectors of adult education	different social and political views	the two linguistic groups (Finnish and Swedish)
Role	The task of the council is to assist the Ministry of Education in developing and coordinating the various sectors of adult education in relation to other sectors of education and in relation to the overall development of society; to monitor and support research in adult education; to give comments and propose motions in the field; and to function as a negotiating body between the interest groups in the field of adult education.		

Council	KOULUTUSSUUNNITELUN (Advisory Council for Educational Planning)				
Membership	max. 20 members, three years' mandate, appointed by the Council of State, representing				
	education administration	other ministries involved in education and the labour force	employers and employees	central organisations of the municipalities	both linguistic groups
Role	The task of the Council is to assist the Ministry of Education through monitoring and developing quantitative and qualitative planning of all post-compulsory education, especially vocational and higher education; to propose a quantitative plan for that education; to make proposals to promote and to coordinate research and the output of information supporting educational planning.				

Council	KOULUTUSTOIMIKUNTA (Training Committee)			
Chairman Membership	Established by decree, appointed by the National Board of Education max. 9 members and alternates representing			
	the National Board of Education	teachers, teacher organisations	research and development activities in this area	employers and employees
Role	The Councils assist the National Board of Education, give comments and conclusions on principles and plans for vocational education and training policy and make proposals concerning their area of business or education. They monitor research on education and working life and developments in education abroad. They establish the requirements for, and the organisation and the quality of, various diplomas and anticipate future developments in professions and vocational skills. They assess the needs and evaluate the results of education. They discuss proposals for structural reforms in education and the principles underlying national core curricula. The Training Committees are directed at vocational education and vocational adult education. An essential role is in giving their opinions on the drafts for national core curricula (on vocational education and adult education) before they are approved by the National Board of Education.			

Council	KORKEAKOULUNEUVOSTO (Council for Higher Education)		
Membership	13 members, three years' mandate, appointed by the Council of State, representing		
	various scientific disciplines	students	business and industry
Role	The Council takes responsibility for and establishes guidelines for the planning and development of higher education.		

At school level

Council	JOHTOKUNTA (optional) (Cooperation Board for compulsory and general upper secondary schools)		
Membership	Members representing		
	teaching and non-teaching staff	parents	pupils in the upper stage of compulsory schools and general upper secondary level
Role	The board is responsible for developing education and teaching and for promoting an attitude of cooperation within the school community and for maintaining a peaceful and productive atmosphere among the school, the community and families.		

Council	<i>NEUVOTTELUKUNTA</i> (optional) (Consultative Committee for vocational education)				
Membership	max. 10 members, max. four years' mandate, representing				
	the school	teachers	students	employers and employees most representative in the field of the institution's work	other expertise in developing teaching and training.
Role	The task of these Committees is to promote the school's activities and to improve interaction between working life and the surrounding society. They address issues concerning the curriculum and the internal and pedagogical development of the institution. They give their opinion on its curricula on the same basis as local representatives of industry and the working world.				

SWEDEN

All education in Sweden below university level is operated by local authorities. Each municipal council designates one or more committees to be responsible for ensuring that education activities conform to state regulations and guidelines. The county councils, which are responsible for upper secondary education within their areas, designate similar committees. At the level of compulsory and upper secondary education, it is the headteacher's task to provide information and consult pupils and parents on important issues concerning the pupils.

In compulsory and upper secondary schools, pupils' rights to influence the design and content of their education are regulated by law, but their practical implementation is decided locally. Teachers are responsible for pupils having a real influence over the methods of working, organisational structures and the content of education.

Parents are organised in parents associations, through which they can influence school policy. They can also be part of a consultative committee set up by the school or by the local authorities. At national level, the parents association *Hem och Skola* is entitled to receive information and to influence decisions.

The municipality can make the parents' participation an important issue in the school plan. Many municipalities have, or plan to establish, some sort of body in which the parents participate. The responsibilities and functions of the bodies already established vary from one municipality to another.

A government committee is examining the influence of pupils and parents on schools. The committee has proposed pilot experiments with special local governing boards in which parents will form the majority. The headteacher, pupils and teachers will also participate in the boards. The boards would be responsible for economic, pedagogical and environmental issues. The committee suggest that the pilot experiments should last for five years and be evaluated by the National Agency for Education. A government bill on the subject is expected in 1996.

The unions are not represented in institutionalised councils, but the national organisations, teacher organisations and other employees' organisations are entitled by law to receive information and to influence decisions.

In upper secondary education, there are national curricula as well as local course options. The national goals of programmes are decided in cooperation with representatives of employers and employees involved in each programme. Each school cooperates with these representatives and local industry, but there are no regulations governing the form of such cooperation. Where local courses are offered, the goals for education in question are decided in cooperation with the representatives of employers and employees and local industry. In recent years, industry has increasingly been recognised as a partner in genuine cooperation with universities and university colleges in higher education and research.

	<i>Grundskola</i>	Upper secondary	Higher
National	<i>Hem och Skola</i> (Parents association)	<i>Programrad</i> (Committee for each national curriculum course)	
Local/ School	Parents Associations Councils at school or municipality level	<i>Yrkesrad</i> (Vocational Council)	General Council of universities or university colleges

Description of the membership and roles of the main councils

At national level

Council	<i>HEM OCH SKOLA</i> (Parents association)
Chairman	Elected from members
Membership	Parents' representatives
Role	Independent consultative body to government and other policy makers. Its main objective is to strengthen the cooperation between the school and the parents and to increase parents' influence in school matters.

Council	<i>PROGRAMRAD</i> (Committee for each national curriculum course in upper secondary education)
Chairman	Representative of National Agency for Education
Membership	Representatives of both sides of industry concerned with each course in upper secondary education
Role	Each committee decides on the goals for the course concerned.

At local or school level

Council	Parents Associations (often organised through <i>Hem och Skola</i>)
Chairman	Elected from members
Membership	Parents' representatives - at school level, one or two representatives of each class in the school. - at municipal level, one or more representatives from each school.
Role	Consultative body for local policy makers.

Council	Councils at school or municipality level		
Chairman	Usually the headteacher		
Membership	Representatives of		
	parents	teachers	pupils
Role	The responsibilities vary from one municipality to another, some councils having decision-making responsibilities. The council often deals with issues concerning the school's environment, budget, purchases and special events. The council is normally not involved in educational matters such as setting objectives for the school or the school's development.		

The most common body in which parents participate at school level is a consultative council. In those cases, the headteacher informs and consults the council. There are also many schools with strengthened decision-making procedures where the headteacher seeks the approval of the council before taking certain decisions.

The councils usually have the same number of parents' and pupils' representatives as of teachers' representatives. There are also schools in which parents and pupils form a majority, and in some cases there are only parents in the council. The form of the councils varies over the country, but there is a great similarity in terms of tasks.

Council	<i>YRKESRAD</i> (Vocational Council)
Chairman	Headteacher or other member
Membership	Representatives of teachers employers' and employees' organisations and local industry
Role	Cooperation in decisions on goals for local courses and subjects

Council	General Councils of universities and university colleges.		
Chairman	The Rector		
Membership	Representatives of		
	teaching staff and researchers	students	administrative and technical staff
Role	Regulates the institution's affairs and is responsible for ensuring that the institution fulfils its obligations.		

UNITED KINGDOM - England, Wales, Northern Ireland

There is no single umbrella body for the purpose of consultation on educational issues.

At national level, in England, Wales and Northern Ireland respectively, there is a range of organisations which have formal responsibility for specific parts of the education system. There are three Education Departments: the Department for Education and Employment in England (DfEE), the Welsh Office Education Department (WOED) and the Department of Education for Northern Ireland (DENI). There are also a number of Non-departmental Public Bodies (NDPB) which are not government departments, nor parts of a department, but which advise the Secretaries of State and have delegated responsibility for particular aspects of the service. Examples include the Further Education Funding Council (FEFC) and Higher Education Funding Council (HEFC) in England, and equivalent bodies in Wales and Northern Ireland, which are responsible for financing and assessing the quality of further and higher education respectively; and the School Curriculum and Assessment Authority (SCAA), and its equivalent bodies in Wales and Northern Ireland, which advise on the curriculum and associated matters. These Non-departmental Public Bodies report to councils or boards, whose members are appointed by the appropriate Secretary of State. These councils and boards include representatives from industry and commerce, professional bodies, local education authorities and the teaching profession.

In addition, there are political and other groups (associations of parents, teachers, school governors, students, employers, trade unions etc.) which participate in educational decision-making at various levels and through a variety of methods. Interested parties are routinely invited to comment on government discussion papers and policy proposals. Other groups or individuals may also request copies of such papers and make their views known. They may also make direct representation to the government on issues of their choice. For example, the Committee of Vice-Chancellors and Principals (CVCP) represents the interests of universities.

At the local level, the education authorities (LEAs in England and Wales) have an education committee comprising elected municipal councillors and coopted members drawn from the community. In Northern Ireland, education is administered locally by five Education and Library Boards. One third of the members of each board are elected councillors and the remaining members represent the Protestant and Catholic Churches, teachers, trade unionists and industrialists, parents and other persons in the local communities. These members are appointed by the Minister with responsibility for Education (Northern Ireland) on the basis of nominations received. Other groups and individuals make representations both proactively and in response to consultation documents.

Schools may have parent-teacher associations which give all parents the opportunity to become more closely involved in the education of their children. Higher education institutions are autonomous. However, there may be participation by and consultation with various social groups, for example, through formal representation on the institutions' governing bodies, or independently, either proactively or in response to consultation documents.

	Participation in educational bodies
National	ad hoc consultations by Ministers and NDPBs e.g. School Curriculum and Assessment Authority (SCAA). Funding councils and other Non-departmental Public Bodies report to councils or boards including members drawn from industry, commerce, etc.
Local	Local education authorities (England and Wales) and Education and Library Boards (Northern Ireland) include councillors elected at local level.
School	Governing bodies (schools and further education institutions) in England and Wales Boards of governors (schools) in Northern Ireland Governing bodies of higher education institutions (variable)

In England and Wales, local Training and Enterprise Councils (TECs) operate under contract to the Department for Education and Employment and the Welsh Office Industry and Training Department, respectively. They are companies chaired by local industrialists and have boards of directors, of whom two-thirds must be drawn from the private sector. Others directors may represent the public sector, voluntary organisations and trade unions. TECs stimulate the development of education-business links, including work-experience for pupils and teacher placements in industry. Many TECs are involved with LEAs and local employers in Education and Business Partnerships, which co-ordinate local education-business activities.

Description of the membership and roles of the main councils

At school level

Council	<i>GOVERNING BODY</i> (school and further education institution) in England and Wales <i>BOARD OF GOVERNORS</i> (school) in Northern Ireland		
Membership	Members representing		
	elected parents	teaching and non-teaching staff	the education authority, or the body which finances the school (depending on the type of institution), the local community, the business community and others
Role	These bodies are responsible for determining, within the legal framework, the general character and objectives of the institution and for the management of staff and other resources.		

UNITED KINGDOM - Scotland

In Scotland, all of the national educational agencies (which receive some central government funding but are self-managed) contribute to the development of social participation in education. These include: the Scottish Consultative Council on the Curriculum (SCCC), the General Teaching Council for Scotland (GTCS), the Scottish Community Education Council (SCEC), the Scottish Council for Education Technology (SCET), the Scottish Council for Independent Schools (SCIS), the Scottish Council for Research in Education (SCRE), the Scottish Examination Board (SEB), the Scottish Further Education Unit (SFEU), the Scottish Higher Education Funding Council (SHEFC), the Committee of Scottish Higher Education Principals (COSHEP) and the Scottish Vocational Education Council (SCOTVEC).

In the case of schools, the SCCC has the major role of providing information to school managers and parents. The others offer advice and information to a wider audience including employers, adults and other organisations, e.g. voluntary bodies. They include council representatives from social, business and political life, except COSHEP and SCIS which have no council representatives from outside education.

	Primary	Secondary	Further	Higher
National	Scottish Consultative Council on the Curriculum. General Teaching Council for Scotland		Scottish Vocational Education Council Scottish Further Education Unit	Scottish Higher Education Funding Council
Institution	School Boards		College Boards	Senate

Many primary and secondary schools have already initiated relations with local industries and following a major national initiative, Education-Industry Links in Scotland 5-18, this is expected to increase. The links will be known as Education Business Partnerships and, generally, a member of school staff has the responsibility for the EBP. This type of link may be part of the school plan and may therefore influence school management. Further education institutions have long-established links to their respective communities (including schools) and local employers. Higher education institutions also have long-established links with their regional communities.

Policy surrounding social participation is developed at a national level by the Scottish Office Education and Industry Department, but at regional level, the task of involvement of parents and other groups (e.g. employers) falls to the regional education authorities, which may also develop their own policies in this area.

Description of the membership and roles of the main councils

At national level

Council	SCOTTISH HIGHER EDUCATION FUNDING COUNCIL		
Chief Executive	Responsible to the Minister (Professor)		
Membership	Members appointed by the Secretary of State, to represent		
	trade, industry and industry associations	local authorities	higher education staff
Role	This council has complete responsibility for procedures for financing and assuring the quality of higher education.		

Council	<i>SCOTTISH CONSULTATIVE COUNCIL ON THE CURRICULUM</i>					
Chief Executive	Responsible to the Minister					
Membership	22 members appointed by the Secretary of State, representing					
	Representatives of various education interests					
	the teaching profession: 10 principal or head teachers (10)	senior local authority (3)	industrialists/business (2)	further education institutions (2)	lecturers/advisers (3)	School Boards (2)
Role	This body gives advice on the Scottish curriculum.					

Council	<i>GENERAL TEACHING COUNCIL FOR SCOTLAND</i>			
Membership	45 members including			
	15 appointees from:			
	30 elected teachers	local government (7)	higher education institutions (6)	Scottish Churches (2)
Role	To register teachers; oversee standards of entry; exercise disciplinary powers; advise on supply and qualifications of teachers.			

Council	<i>SCOTTISH COMMUNITY EDUCATION COUNCIL</i>						
Chief Executive	Responsible to the Minister						
Membership Board of Governors	13 members appointed from						
	Community Education Services	local government	voluntary organisations	higher education/further education institutions	industrialists/business	schools	other (not education)
	(2)	(2)	(1)	(3)	(2)	(1)	(2)
Role	Supporting those active in Community Education; providing information and services; influencing public policy.						

Council	<i>SCOTTISH COUNCIL FOR EDUCATIONAL TECHNOLOGY</i>						
Chief Executive	Responsible to the Minister						
Membership	14 members appointed from						
	educational agencies	higher education institution	further education institution	central government	local government	industry/business	schools
	(2)	(3)	(1)	(2)	(1)	(2)	(3)
Role	To develop and promote effective learning in schools, further education and higher education using learning technologies. Advisory and research and development role.						

Council	<i>SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION</i>						
Chief Executive	(Director) Responsible to the Minister						
Membership	25 members nominated by major organisations (3 nominated by the Secretary of State)						
	educational agencies (5)	higher education institutions/organisations	further education institution	unions/labour organisations	central government (1) local government (3)	employers/organisation/business	schools
	advisers (1)	(4)	(1)	(7)		(2)	(1)
Role	To conduct research relevant to policy and practice at all levels of education (research, information dissemination, collaboration).						

Council	<i>SCOTTISH EXAMINATION BOARD</i>					
Chief Executive Membership	Responsible to the Minister					
	38 members, including					
	teachers (12)	higher education institutions (10)	further education institutions (1)	education authorities/ local government (8)	educational advisers (1)	employers/ industrialists/business (6)
Role	Sole responsibility for conducting school level external examinations.					

Council	<i>SCOTTISH FURTHER EDUCATION UNIT</i>				
Chief Executive Membership	Responsible to the Minister				
	9 members from				
Board of management	further education institutions (4)	higher education institutions (1)	central government (1)	educational agencies (2)	industry/ business (1)
Role	Provision of information and services to support national initiatives; providing educational resources for educators in further education; consultancy; research and development in further education.				

Council	<i>SCOTTISH VOCATIONAL EDUCATION COUNCIL</i>					
Chief Executive Membership	Responsible to the Minister					
	19 members appointed from					
	further education institutions (2)	higher education institutions (1)	local government (3)	labour organisations (1)	schools (1)	industry/ business (11)
Role	Responsible for developing, awarding and accrediting Vocational qualifications.					

At school level

Council	<i>SCHOOL BOARD (1 per school)</i>		
Chairman	Elected by the board		
Membership	From 5 to 13 members depending on size of school roll		
	elected parents (form the majority)	elected staff members	co-opted members of the local community
Role	This board has mainly advisory powers regarding school management and finance. Main functions: to promote contact between parents, the school and the community, to report to parents and ascertain views on matters affecting the school, to be involved in (but not to have power to decide on) the selection of headteachers, deputy headteachers and assistant headteachers, to approve the headteacher's proposals to purchase books and materials for use within the school, to deal with the use of school premises outside school hours, and to fix occasional holidays during term-time.		

Council	<i>BOARD OF MANAGEMENT for self-governing schools</i>			
Chairman	Any of the Board members may chair			
Membership	Members including			
	parents (7)	teachers (3)	co-opted members of the local community (3)	headteacher (1)
Role	This council has mainly advisory powers as above.			

ICELAND

There are no national formal structures for consultation between educational institutions and the various groups in society. Trade unions and teacher unions and parents associations are consulted on education policy such as preparation for new legislation and planning for curriculum guidelines.

At local level, the form of cooperation varies according to the level of education.

	Pre-primary	Grunnskóli	Upper secondary	Vocational	Higher education
National				<i>Idnfræðsluráð</i> (Industrial Training Board) <i>Fræðsluráð sjávarútvegs</i> (Fishing Industry Training Board) <i>Fræðslunefndir i töngreinaflokkum</i> (Education Committee for the Certified Trades) <i>Fræðslunefnd fyrir ferðaiðnaðinn</i> (Education Council for the Tourist Industry)	
Local/institution	<i>Leikskólanefnd</i>	<i>Skólanefnd</i>		<i>Skólanefnd</i> <i>Skólaráð</i>	<i>Háskólaráð</i> University Council

A few national public organisations under the direct authority of the Minister for Culture and Education are involved in activities related to education. There are the National Centre for Educational Materials, which publishes and distributes educational materials to pupils at compulsory level; the Institute of Educational Research, which carries out research in the fields of education both at compulsory level and upper-secondary level; the Research Council of Iceland, which acts as a consulting body for the government in terms of policy for science, research and development. The Minister has independent advisory boards that make professional recommendations in particular areas, working committees that make recommendations on research grants from the Council's science fund, applied research fund and other smaller grants, etc.

Description of the membership and roles of the main councils

At national level

Council	<i>IDNFR.EDSLURÁÐ</i> (Industrial Training Board)
Chairman	Appointed by the Minister for Culture and Education
Membership	9 members 8 representatives appointed by various interested parties in industry
Role	The board plays an advisory role concerning general policy and organisation for vocational training, the certified trades and manufacturing. It evaluates proposals concerning the curriculum for vocational subjects, both the practical and the theoretical aspects of the subject, and concerning standards with respect to equipment and conditions. It also makes suggestions as to how teaching is to be monitored and makes suggestions on rules concerning apprenticeship agreements.

Council	<i>FR.EDSLURÁÐ SLAVARUTVEGS</i> (Fishing Industry Training Board)		
Membership	8 members appointed by		
	interested parties in the fisheries (6)	the Ministry of Culture and Education (1)	the Ministry of the Fisheries (1)
Role	In co-operation with the Minister for Culture and Education, the Council formulates general policy in respect of the organisation of education in subjects concerning the fisheries and fish-farming and comments on proposals concerning programmes of study and courses, both practical and theoretical, related to the fisheries.		

Council	<i>FR.EDSLUNEFNDIR Í HÖNGREINAFLOKKUM</i> (Education Committees for the Certified Trades)	
Membership	5 members in each committee, appointed by	
	the Industrial Training board to each committee (3)	the Ministry of Culture and Education (Chairman and Secretary) (2)
Role	For the certified trades, the Minister for Culture and Education appoints education committees at four-yearly intervals. The committees deal with the arrangement of education, each in its field, and make proposals regarding the curriculum. If it can be arranged, the chairman and the secretary are the same on all the committees, in order to ensure the necessary co-ordination and economy in the educational structure of vocational and technical programmes.	

Council	<i>FR.EDSLUNEFND FYRIR FERDAHDNADINN</i> (Educational Council of the Tourist Industry)	
Chairman Membership	appointed by the Minister for Culture and Education 10 members	
	9 appointed by various firms, institutions and trade unions associated with the travel industry	
Role	To define the need for education in the travel industry, to co-ordinate and establish quality control in education, to comment on teaching material, etc.	

At local level

Council	<i>LEIKSKÓLANEFND</i> (pre-school institutions)	
Membership	The number of members varies according to the size of the community.	
	Most often there are five representatives, appointed by the political parties or organisations which have been elected to the local administration.	The representatives of parents and staff of the pre-school institutions have the right to attend meetings and state their opinions and make suggestions.
Role	Pre-school boards are to supervise pre-school affairs in the community. This is to make sure that the running of the pre-school institutions in the district is in accordance with the laws and regulations, to encourage the operation of parents associations in the pre-school institutions and their co-operation with the staff, to give information on the rights and duties of parents of pre-school children, and to advocate co-operation between pre-school and compulsory schools in accordance with the educational programme and curriculum issued by the Ministry of Culture and Education.	

In some municipalities there is one school board responsible for both pre-school and compulsory schools

Council	<i>SKOLANEFND</i> (compulsory schools)	
Membership	The number of members varies depending on the size of the community.	
	Most often it will have five representatives including those of political parties or organisations that have been elected to run the local municipalities.	Representatives of teachers, headteachers and parents who have the right to attend meetings of the school boards, to state their opinions and make suggestions.
Role	The board is in charge of educational affairs in the community in question. It has to ensure that all children of compulsory school age in its school district receive instruction as the law stipulates and that they have access to special assistance when needed. It ascertains that school accommodation and other facilities are satisfactory and ensures co-operation with the headteacher so that the laws and regulations concerning the facilities are enforced. It also makes suggestions on changes to the facilities to the local authorities. The board can make suggestions to headteachers about reforms in school work.	

Each local community has a *skolanefnd*.

At school/institution level

Council	<i>SKOLANEFND</i> (upper secondary schools)			
Chairman Membership	The principal of the school is the executive officer of the board.			
	The Minister for Culture and Education appoints a school board at each upper secondary school for four years at a time.			
	7 members			
	staff representatives (2)	pupil representatives (elected for one year at a time)	representatives appointed by the local municipality or the association of local municipalities in a particular part of the country	a representative nominated and appointed by the Minister for Culture and Education (1)
Role	The School Board and Principal of the school determine the curriculum and prepare budget proposals to be approved by the Ministry of Culture and Education. It makes a financial plan for each year in accordance with the budget and ensures that it is adhered to.			

Two or more schools in the same constituency or the same part of the country may agree to have the same school board.

Council	<i>SKOLARAD</i> in upper secondary schools				
Chairman Membership	The principal is the chief executive of the school administration.				
	6-7 members including				
	the principal of the school	representatives of the teaching staff (2)	representatives from the pupils body (2)	the vice- principal	the director of the unit-credit system, if there is one
Role	To assist and give advice to the principal concerning the daily running of the school. It has to discuss the work plans of the school and their execution, school rules, working conditions of the staff and pupils and the facilities that staff and pupils have for extra-curricular activities.				

Council	<i>HÁSKOLARAD</i> (University Council)		
Chairman Membership	The Rector		
	In addition to representatives of the administrative staff who sit as non-voting members on the Council		
	Deans of the faculties	members elected by the faculty and staff as a whole (2)	student representatives (2-4)
Role	Internal administration both at the University of Iceland and University of Akureyri is controlled by the University Council.		

LIECHTENSTEIN

The education system in Liechtenstein is centralised. The *Schulamt* (Office for Education) is responsible for all schools in the country and is their sole external representative. The *Amt für Berufsbildung* (Office for Vocational Training) represents and supervises the vocational schools. There are no formal structures for consultation between educational institutions and the various interested groups (parents organisations, unions, representatives of business etc.) but, in general, informal types of consultation take place.

NORWAY

No formal structures exist for consultation between educational institutions and local communities.

At municipal level, teacher unions, with one or two elected representatives for the *samarbeidsutvalg* or *skoleutvalg* (bodies at school level), play the role of consultative bodies on education issues.

In higher education there are also institutional boards but their role is connected with the running of the institution rather than consultative. However, at national level, there are formal consultative bodies for the vocational study programmes for which there are national curricula (national councils for teacher education, engineering education, health and social work education). In addition, the higher education institutions themselves have created the Norwegian Council of Universities, representing the institutions of the university sector, and the Norwegian Council of State Colleges, representing the non-university sector. They act as advisory bodies to the Ministry of Education, Research and Church Affairs.

Vocational education maintains traditional forms of cooperation between education authorities and industry, at national and regional level. This cooperation was expanded and formalised by the 1994 reform. A system of meetings and of ad hoc committees facilitates contact with associations of employees and employers in areas not covered by agreements. The employees' and employers' representative committees serve as advisory boards for the government on issues not addressed by laws or regulations.

The National Centre for Educational Resources (*Nasjonalt læremiddelsenter*), established in 1992 and answerable to the Ministry of Education, Research and Church Affairs, took over a number of functions that were previously carried out by the National Council for Primary and Lower Secondary Education, the National Council for Upper Secondary Education, the Norwegian Educational Studies Collection and the Information Centre for Language Training.

	<i>Grunnskole</i>	Upper secondary/ Vocational education	Higher education
National	<i>Foreldreutvalget for grunnskolen</i> (National Parents Committee for Compulsory Education) <i>Samisk utdanningsråd</i> (Saami Education Council)	<i>Radet for fagoppl�ring i arbeidslivet</i> (National Council for Vocational Education) <i>Yrkesutvalg</i> (Vocational training committees)	<i>Det norske universitetsrad</i> (Norwegian Council of Universities) <i>Det norske hogskoleradet</i> (Norwegian Council of State Colleges) <i>L�rerutdanningsradet</i> (National Council for Teacher Education) <i>Det sentrale kontaktutvalget for etterutdanning av l�rere</i> (Central Consultative Committee for In-service Teacher Training) <i>Radet for hogskoleutdanning i helse- og sosialfag</i> (National Council for Health and Social Work Education) <i>Ingeni�rutdanningsradet</i> (National Council for Engineering Education)
Regional		<i>Yrkesoppl�ringsnemnd</i> (County Vocational Training Board)	
School/ institution	<i>Samarbeidsutvalg</i>	<i>Skoleutvalg</i>	

Description of the membership and roles of the main councils

At national level

Compulsory education

Council	FORELDREUTVALGET FOR GRUNNSKOLEN (National Parents Committee for Compulsory Education)		
Chairman	Chairman and deputy chairman appointed by the Ministry		
Membership	9 members, all of whom are parents themselves, appointed by the Ministry for a period of 4 years		
Role	To promote positive cooperation between school and home and to stimulate the involvement of parents in educational matters in the school sphere. To serve as an advisory body for the Ministry and play a consultative role vis-à-vis parents and the school.		

Council	SAMISK UTDANNINGSRÅD (Saami Education Council)	
Membership	7 members appointed by the government after proposals from the Saami Parliament, normally for 4 years but most recently for two-year periods	
	members from the Norwegian Saami National Association (5)	members from political parties (2)
Role	To assist in questions of education concerning the Saami people.	

Upper secondary/vocational education

Council	RADET FOR FAGOPPLÆRING I ARBEIDSLIVET (National Council for Vocational Training)		
Chairman	The two sides of industry hold this office for a period of 2 years each.		
	15 members appointed for a period of 4 years representing		
	the field of education (5)	employers' organisations (5)	employees' organisations (5)
Role	To serve as a consulting body for policy questions and the basic matters arising in the field of vocational training.		

Council	YRKESUTVALG (Vocational Training Committees) (20)		
Chairman	The two sides of industry each hold this office for a specific period.		
	3 to 15 members depending on the extent of the trade		
	1/3 from the field of education	1/3 from employers' organisations	1/3 from employees' organisations
Role	To give professional advice in relation to the crafts and trades governed by the Act on Vocational Training.		

Higher education

Council	<i>DET NORSKE UNIVERSITETSRÅD</i> (Norwegian Council of Universities)		
Chairman Membership	Appointed for a 3 year period by the Council from the Rectors of the institutions The members represent the four universities, the six specialised national colleges (i.e. the institutions of the university sector) and the National Union of Students in Norway.		
	universities (Rector, Vice-Rector, director) (3)	colleges at university level (Rector, director) (2)	National Union of Students in Norway (chairman, officer responsible for university and college affairs, officer responsible for international relations) (3)
Role	To serve as a coordinating body for the ten institutions, with the aim of developing strategies for higher education and research in Norway, to improve national coordination, to serve as an advisory body to the Ministry on matters of interest to the member institutions and to serve as a common focal point for the Norwegian universities' international cooperation.		

Council	<i>DET NORSKE HOGSKOLERÅDET</i> (Norwegian Council of State Colleges)	
Chairman Membership	Elected for a two-year period by the council from the member Rectors The members represent the 26 state colleges and their students.	
	2 members from each institution (Rector and director)	4 student members
Role	To serve as a body for cooperation and information exchange among the state colleges. To coordinate activities between the authorities, society and the university sector, especially in questions related to teaching, research and higher education in general, in both a national and an international context.	

Council	<i>LÆRERUTDANNINGSRÅDET</i> (National Council for Teacher Education)			
Chairman Membership	Appointed by the Ministry 11 members appointed by the Ministry for 4 years			
	members from the educational institutions (state colleges 6, universities 1) (7)	a member from the municipalities (1)	a member from the national education offices (1)	members from students organisations (2)
Role	To coordinate activities and give professional advice on matters related to teacher education.			

Council	<i>DET SENTRALE KONTAKTUTVALGET FOR ETTERUTDANNING AV LÆRERE</i> (Central Consultative Committee for In-service Teacher Training)			
Chairman Membership	Appointed by the Ministry 12 members nominated by the Ministry for a period of 3 years, representing			
	teacher organisations	educational institutions	local and regional education authorities	National Council for Teacher Education
Role	To ensure coordination between the main groups of organisers for in-service training at national level. The committee serves as an advisory body to the Ministry of Education and represents a forum for the exchange of views and for discussion concerning general policy on teacher education.			

Council	RADET FOR HOGSKOLEUTDANNING I HELSE- OG SOSIALFAG (National Council for Health and Social Work Education)		
Chairman	Appointed by the Ministry		
Membership	15 members and a chairman, all appointed by the Ministry for 4 years, including		
	members representing users and society (15)	members with experience in different colleges or fields of study in health or social work education (8)	student members (2)
Role	To serve as a consultative and coordinating body in the process of strengthening and developing health and social work education at college level, and to assist the Ministry and the educational institutions with initiatives and advice. The council has a specific responsibility as regards development work and for curricula for the areas of study concerned.		

Council	INGENIORUTDANNINGSRADET (National council for engineering education)		
Chairman	Appointed by the council		
Membership	Institutions offering engineering education each have one member. Institutions with more than 1500 engineering students, have 2 members. The Norwegian University of Science and Technology has 5 members.		
	members from institutions offering engineering education	members from trade unions and employers' organisations (8)	student members (4)
Role	To serve as a coordinating body for the institutions and as a consultative body for the educational and political authorities. To give advice on educational and organisational matters and as regards questions concerning educational policy and the profession in general.		

At regional level

Upper secondary/Vocational

Council	YRKESOPPLERINGSNEMD (County Vocational Training Board)		
Chairman	The two sides of industry hold this office for a period of 2 years each.		
Membership	7 members appointed for 4 years. The County Education Committee appoints 2 members with special knowledge in the field of employment and industry and in the field of education.		
	members from the two sides of industry (4)	members appointed by the County Education Committee (2)	an apprentice (1)
Role	To serve as the main link between the county education authorities on the one hand and the training establishments and the representatives of industry on the other.		

At school or institution level

Council	SAMARBEIDSRUTVALG (in primary and lower secondary schools)		
Chairman	Appointed by the Council		
Membership	A new council is appointed every school year. It includes representatives of		
	staff (2 teachers and 1 other staff) (3)	the Working Committee and of the Parents' Council (2)	the Pupils' Council the municipal authorities (including the headteacher) (2)
Role	Consultative body for the headteacher in all administrative and educational questions. Pupils do not have voting rights.		

Council	SKOLESUTVALG (in upper secondary schools)			
Chairman	Appointed by the Council			
Membership	A new council is appointed every school year, including representatives of			
	teaching staff	the Parents' Council (2)	the Pupils' Council (2)	other staff
Role	Consultative body for the headteacher for all administrative and educational questions.			



EURYDICE

The European Education Information Network

OBJECTIVES

The role of the EURYDICE network, the European network for information on education, is to promote the exchange of information on education systems and on national policies in the field of education. It contributes to increasing mutual understanding and cooperation between the 15 Member States of the European Union¹.

ORIGIN AND HISTORY

In 1976, when the Council and the Education Ministers adopted the Resolution on a first programme for cooperation in the field of education, they gave recognition to the importance, in this context, of exchanges of information and experience. It was on this basis that the EURYDICE network was set up and became operational in 1980. Ten years later, in 1990, the Council and the Ministers adopted a Resolution dealing specifically with EURYDICE and calling for a reinforcement of its services. The Treaty of Maastricht (Treaty on European Union) marked an important step forward, providing in the new Chapter 3, Article 126, for developing exchanges of information and experience on issues common to the education systems of the Member States. It has thus opened up for EURYDICE new prospects of which the Community education programme, SOCRATES, adopted on 14 March 1995, takes full account (Annex, Chapter III, Action 3, point 2). It is under this Programme that the development of EURYDICE will be assured from now on.

ORGANISATION AND ACTIVITIES

The network comprises **22 National Units**, most of which are located in the Ministries of Education¹. The **European Unit**, established by the European Commission, coordinates the network's activities, publications and services. It also promotes exchanges between the National Units to meet the information needs of national and Community policymakers. On the basis of contributions from the network, it produces basic documents and comparative analyses on topics of interest to cooperation at Community level. EURYDICE is also increasingly called upon to fulfil the role of an "Observatory", in relation to the development of the education systems and policies in the European Union. Through the dissemination of its publications, the EURYDICE network also reaches a wide public in the education world. These publications are also accessible on Internet through the European Commission's Europa server (access code: <http://www.cec.lu/en/comm/dg22>).

SERVICES AND PRODUCTS

- Data bases on the education systems.
- Various publications on education in the Member States.

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March 1996

¹ Under the Agreement on the European Economic Area, Iceland, Norway and Liechtenstein are participating in the activities of the EURYDICE network in the same way as the Member States of the European Union. Moreover, from 1996, the network activities will be open to the central and eastern European countries.

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